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ABSTRACT

The primary purpose of this guide is to present basic sample instructional materials for the Industrial Work Experience (IWE) Program. It is designed to aid those charged with local administration and coordination of programs in secondary level trade and industrial education, referred to as the IWE training program. The guide contains 10 units of several lessons each: (1) Introduction of the IWE Program (Industrial Work Experience; Vocational Industrial Clubs of America; and Parliamentary Procedure); (2) Pre-Employment Information (Child Labor Laws; Wage-Hour Laws; Social Security, Workmen's Compensation, and Unemployment Compensation; Sources of Employment; Job Application Procedures; and The Job Interview); (3) Employer-Employee Relations (Getting Along with Your Employer; and Getting Along with Co-Workers); (4) Learning Can Be Easy (How We Learn; Tools Used in Studying; Tips to Improve Studying; Being Active in Class Discussion; and Taking Tests); (5) On-the-Job Communication (Public Speaking; Listening Skills; and Correct Telephone Use); (6) Income Tax (Federal, State, and Local Tax Systems; and Filling Out Federal, State, and Local Tax Forms); (7) Basic Industrial Economics (Wages, Prices, and Profits in an Industrial Economy; The Role of Competition in Industry; and Labor Relations); (8) Money Management and Banking (Managing Money; Using Bank Services; and Using Your Checking Account); (9) Employee Legal Rights and Responsibilities (You and the Law; and Contracts); and (10) Job Safety (Accidents: Causes and Effects; Material Handling; and Personal Protective Equipment). Each lesson lists subject, objectives, teaching aids, materials, and references, followed by a content outline with suggestions for teaching procedures, student application activities, and testing. Lessons also include appropriate overhead transparencies or handouts. (HD)

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INDUSTRIAL WORK EXPERIENCE I

Curriculum Guide

General Related Study Units

P.L. 90-576, TITLE II EPDA

GRANT NO. G12-75-4007

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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State Department of Education
Richmond, Virginia 23216

In Cooperation With

Virginia Polytechnic Institute and State University
Blacksburg, Virginia 24061

June, 1976

CE 009 422

FOREWORD

This curriculum guide is designed to aid those charged with local administration and coordination of programs of Trade and Industrial Education, referred to as Industrial Work Experience Training Programs.

Acknowledgements of those contributing to this publication will be found in a succeeding section. This office is grateful to all who helped, and is most anxious to have this publication used by all Industrial Work Experience Coordinators and Administrators in the interest of a better I.W.E. program to serve the youth of Virginia.

William P. Vaughan
State Supervisor
Trade and Industrial Education

PREFACE

The primary purpose of this guide is to present basic sample instructional materials for the Industrial Work Experience Program. The basic instructional material used in this curriculum guide has been used successfully by coordinators in the ICT programs. This guide was developed using the ICT I Virginia Curriculum Guide as a reference. Basic changes have been made to better meet the needs of the IWE Coordinators and their students.

This curriculum guide was developed during the fall quarter in a special workshop held at Hermitage High School by Virginia Polytechnic and State University, Blacksburg, Virginia.

The following students participated in the development of this curriculum guide.

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The sample lessons and handouts contained in this guide are only suggestive in nature. This guide is not designed as a course of study to be followed rigidly by the coordinator, but it does offer suggestions for objectives, content and methods. The coordinator is encouraged to produce his own transparencies, handouts and tests, utilizing selected sample materials contained herein.

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IWE I

UNIT I

INTRODUCTION TO THE IWE PROGRAM

Lesson 1. Industrial Work Experience - A program for the student.

Lesson 2. Vocational Industrial Clubs of America (VICA) - - Your National Youth Club

Lesson 3. Parliamentary Procedure

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit 1
Lesson 1

SUBJECT: Industrial Work Experience, a program for the vocational student

OBJECTIVE: The IWE student will be able to discuss the local program and how it affects the student, the school and industry.

TEACHING AIDS: Overhead projector, slide projector.

MATERIALS: Transparencies, slides (Made locally by the coordinator of students on the job), Student-Parent Agreement.

REFERENCES: Handbook for Coordinators of Industrial Cooperative Training in Virginia's Public Schools. January, 1971, Trade and Industrial Education Service, State Department of Education, Richmond, Virginia, 23216.

SPEAKER: Employer and/or former IWE students.

I. PREPARATION (of the learner)

Introduction:

Industrial work experience is a part-time work training program in which qualified junior and senior students earn a wage while preparing for gainful employment at the entry level in the technical, trade, and health occupations of their choice. The IWE student attends school one-half of each day and receives work experience on the job the other half of the school day. Refer to Transparency I-1-1.

Question:

What does IWE mean to you?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Aims of the IWE program	Develop a discussion on each of the aims Refer to Transparency I-1-2
1. To prepare students for gainful employment in an occupation at the entry level through work experience and related classroom instruction	
2. To develop a cooperative association among the students, the school, the coordinator, the employer and the community for the benefit of all	

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Aims of the IWE program (continued)	
3. To provide information on the various occupations--the requirements and opportunities in each	Show slides of IWE students on the job, stressing the various IWE occupations available in the community.
4. Develop desirable attitudes a. Respect for and understanding of work and workers b. Mature and realistic concept of self	
B. Student's Responsibilities	
1. Adhere to the rules and regulations of the program and the school	Refer to Transparency I-1-3 Hand out, discuss, Student-Parent Agreement. (Handout I-1-4)
2. Desire to learn an occupation	
3. Conduct yourself as a responsible student and employee	Ask the student what school policies concern the IWE student in particular.
4. Maintain satisfactory work and attendance on the job and in school	Mention a few: 1. Student parking 2. Early dismissal from school 3. Afternoon assemblies 4. Afternoon club meetings
C. Advantages of the IWE Program	Discuss each of the advantages of the IWE program.
1. Earn while you learn	
2. Receive realistic training in chosen occupation	Refer to Transparency I-1-5
3. Classroom instruction in directly related subjects	
4. Gain experience	
5. School does not need to buy expensive equipment	
6. Variety of training can be offered	
7. Reduces employer's training costs	
8. Employer can develop and train employees	
D. Vocational Education Areas of vocational education	Briefly discuss each of the vocational offerings in your school. Describe other cooperative programs.
1. Agriculture Education	
2. Home Economics Education	
3. Business Education	
4. Distributive Education	
5. Health Occupations	
6. Public Service Education	
7. Trade & Industrial Education (Examples of Trade areas) Cosmetology Auto Mechanics	

II. PRESENTATION (Continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
D. Vocational Education Areas of vocational education (continued) 7. Trade & Industrial Education. Electronics Drafting Nursing Industrial Work Experience	

III. APPLICATION

Question
What's in it for you, the student? How can IWE help you?

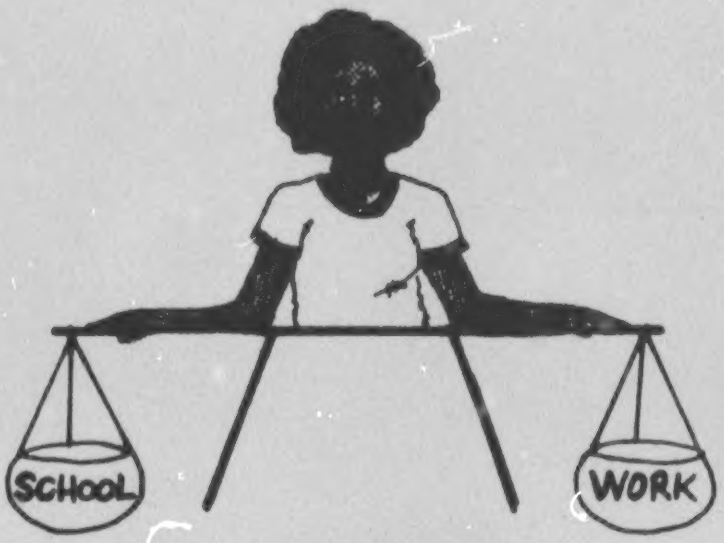
Outside speaker
Have an employer tell why he hired an IWE student. Have a former student tell how he was helped by IWE.

IV. TEST

Have student tell about the IWE program in relation to the student, the school and industry. Discuss the advantages of each.

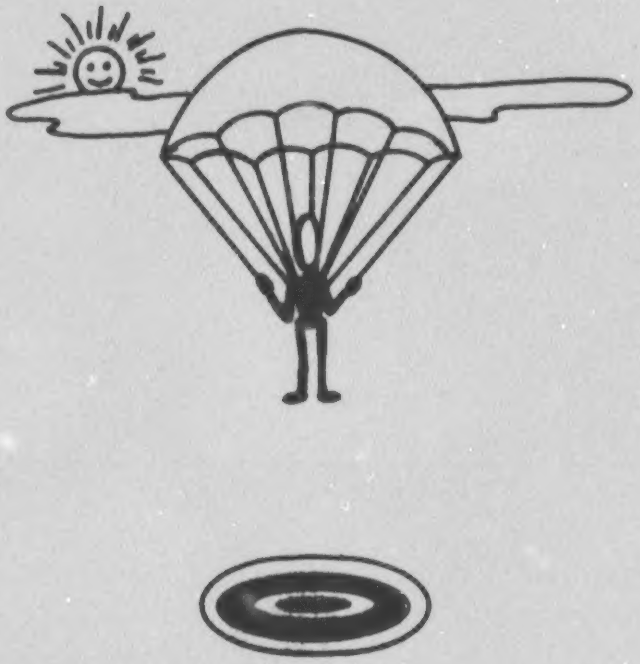
SUGGESTED ACTIVITIES: Explain the IWE program to friends, parents, and employer.

NEXT LESSON: Vocational Industrial Clubs of America (VICA)-Your National Youth Club



DEFINITION OF I.W.E.

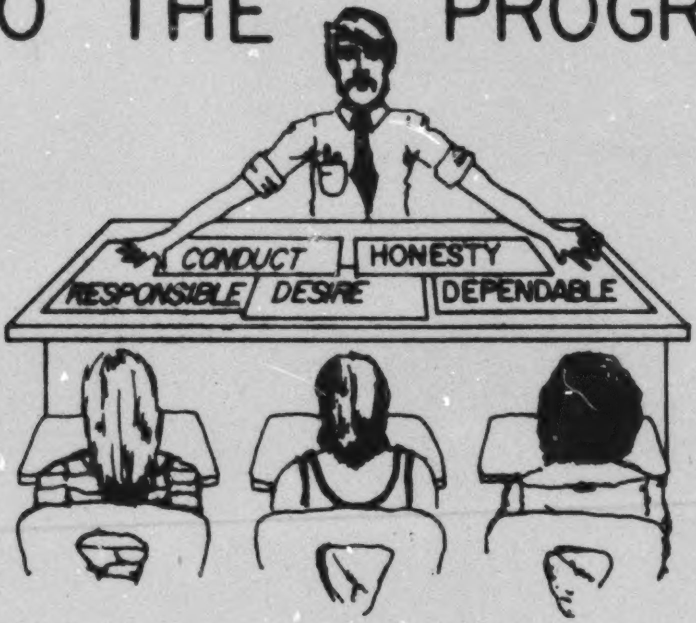
INDUSTRIAL WORK EXPERIENCE IS A SPECIAL FORM OF COOPERATIVE EDUCATION DESIGNED TO PROVIDE VOCATIONAL EDUCATIONAL TRAINING OPPORTUNITIES FOR SELECTED HIGH SCHOOL STUDENTS.



AIMS OF THE PROGRAM

1. THROUGH WORK EXPERIENCE AND RELATED STUDIES, VOCATIONAL TRADE AND INDUSTRIAL TRAINING OPPORTUNITIES ARE PROVIDED.
2. TO DEVELOP A COOPERATIVE ASSOCIATION BETWEEN THE STUDENT, SCHOOL, INDUSTRY AND COMMUNITY.
3. TO POINT OUT THE REQUIREMENTS AND OPPORTUNITIES IN THE VARIOUS OCCUPATIONS.
4. TO DEVELOP A PROPER SET OF VALUES.

STUDENTS' OBLIGATION TO THE PROGRAM


CONDUCT
HONESTY
RESPONSIBLE
DESIRE
DEPENDABLE

1. HONESTY.
2. GOOD ATTENDANCE.
3. ACCEPT INSTRUCTION AND CRITICISM
4. A REAL DESIRE TO LEARN.
5. COOPERATIVE ATTITUDE ON THE JOB AND IN SCHOOL.
6. RESPONSIBLE ATTITUDE ON THE JOB AND AT SCHOOL.

Transparency I-1-3

STUDENT-PARENT AGREEMENT

THE INDUSTRIAL WORK EXPERIENCE PROGRAM

The Industrial Work Experience Program is planned to develop a student academically, economically, and socially. In doing this, there are definite things which must be done. There are responsibilities which the student must fulfill and he should agree to cooperate in carrying them out to the fullest extent.

As condition for acceptance in the Industrial Work Experience Program, I therefore agree:

1. To be regular in attendance in school and on the job.
2. To be on time at school and on the job.
3. To notify my employer as soon as I know that I will be absent from work.
4. To notify the coordinator as early in the day as possible on days that I am absent from school.
5. If I am absent from school, I must also be absent from work on that day.
6. To carry out my training on the job in such a manner that I will reflect credit upon myself and upon the Industrial Work Experience Program.
7. To perform all my duties in a commendable manner and perform related study assignments with earnestness and sincerity.
8. To conduct myself in a satisfactory manner, both on the job and in the classroom, or my training may be discontinued and I may be removed from the program.
9. To know that if I am removed from the program due to failure either in the class instruction or work experience that I will receive a failing grade for the program and will lose both credits.
10. To attend any function the Industrial Work Experience class sponsors.
11. To pay all normal fees and charges necessary to pay for class activities, i.e., banquet, conferences, and field trips.
12. To make a concentrated effort to abide by all school rules and regulations, and thereby avoid detentions.
13. That while I am at work, I realize that I am in a school program and the appropriate school rules apply, i.e., no smoking on the job, etc.
14. To accept counseling and guidance from the coordinator as an aid to my personal improvement.

Date_______________________________School Year 19__,-19__

Parent Signature_________________________

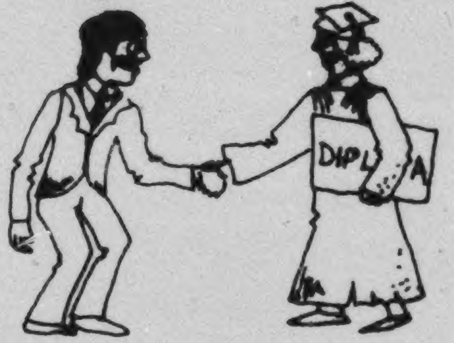
Student Signature________________________

Handout I-1-4

ADVANTAGES OF THE I.W.E. PROGRAM

RECEIVE HIGH SCHOOL CREDIT

CLASSROOM INSTRUCTION IN TECHNICAL AND RELATED SUBJECTS.



OPPORTUNITY FOR EMPLOYMENT UPON LEAVING SCHOOL.

EARN WHILE YOU LEARN.

SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit I
Lesson 1

BOOKS

Mason and Hines, Cooperative Occupational Education. The Interstate Company, Danville, Illinois, 1965, $7.50.

BOOKLETS

Information Concerning Industrial Cooperative Training. Bulletin No. 4, The State Department of Education and the Department of Education, Virginia Polytechnic Institute and State University, Blacksburg, Virginia 24061.

FILMS

The Apprentice. Describes Virginia's apprentice program. The coordinator should point out that in some trade areas IWE training will allow credit hours in the apprentice program. 10 minutes, 1955, State.

Diversified Occupations. Although this title is misleading, the film shows the general operation of a cooperative education program. 10 minutes, 1955, State.

I Never Went Back. Film relates that the dropout has little chance unless he has some training. 16 minutes, color, 1964, State.

PHAMPHLETS

Facts About the ICT Program in Virginia. Trade and Industrial Education Service, State Department of Education, Richmond, Virginia 23216.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit I
Lesson 2

SUBJECT: Vocational Industrial Clubs of America (VICA)

OBJECTIVE: The student will be able to list the reasons for belonging to VICA, the activities of the club, and what is expected of him as a member.

TEACHING AIDS: Overhead projector, slide projector, 16 MM movie projector

MATERIALS: Transparencies, VICA ceremonial emblem, slides, and club scrapbook

REFERENCES: Going Places (General Motors). VICA, Falls Church, Virginia, 22046.
Leadership Handbook—Vocational Industrial Clubs of America. VICA, 105 North Virginia Avenue, Falls Church, Virginia 22046.

SPEAKER: Former VICA officer

I. PREPARATION (of the learner)

Question
- What is VICA?
- Why join VICA?
- Why have a VICA Club?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. What is VICA? 1. Organization a. Their club b. T and I students 2. Goal. 3. VICA pledge 4. VICA creed 5. VICA motto 6. VICA colors 7. VICA emblem	Refer to Transparency I-2-1, I-2-2, I-2-3, I-2-4, I-2-5, I-2-6, I-2-7, I-2-8. Let students practice the emblem ceremony and explain contest.
B. Who is VICA?	Hand out and have students read Refer to Handout I-2-9.
C. Purposes of VICA	Hand out and read to group Refer to Handout I-2-10.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
D. Local Club Officers and Functions	Refer to Transparency I-2-11, I-2-12, I-2-13.
1. President 2. Vice-President 3. Secretary 4. Treasurer 5. Reporter 6. Parliamentarian	
E. Club Activities	Refer to Transparency I-2-14.
1. Civic a. Get the vote out b. Safety campaign	Make a bulletin board of activities in the classroom and assign certain students responsibility each month.
2. Educational a. Guest speakers b. Visit industrial plants and local businesses	Show slides of previous activities such as: 1. Employer-employee banquet 2. Regional, state and national conventions 3. Emblem ceremony 4. Installation of officers 5. Other events
3. Social a. Employer-employee banquet b. Cookouts c. Dinner meetings	Invite former club president as speaker.
4. Contests	Refer to Transparency I-2-15.
5. Conventions	Tell where past conventions have been held Refer to Transparency I-2-16.

III. APPLICATION

Invite former VICA officer to address class.
Start thinking of election of officers.
What kind of activities would you like to have?

IV. TEST

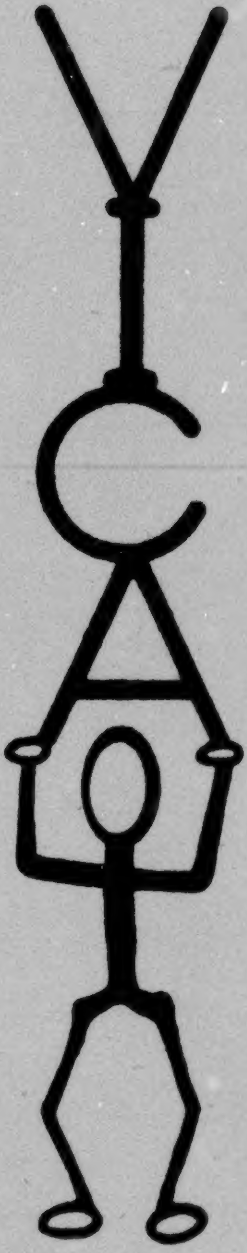
List 5 reasons for being in your VICA club.
List 6 activities of your club.
List 5 things that are expected of you as a VICA member.

SUGGESTED ACTIVITIES: Look at accomplishments of previous years--trophies, projects, scrapbook. Form committees for fund raising, social activities, public relations, community projects, etc.

NEXT LESSON: Parliamentary Procedure

WHAT IS *V.I.C.A.?*

THE *VOCATIONAL INDUSTRIAL CLUBS OF AMERICA* IS A NATIONAL ORGANIZATION FOR YOUTH - BOYS AND GIRLS ENROLLED IN VOCATIONAL INDUSTRIAL EDUCATION PROGRAMS.

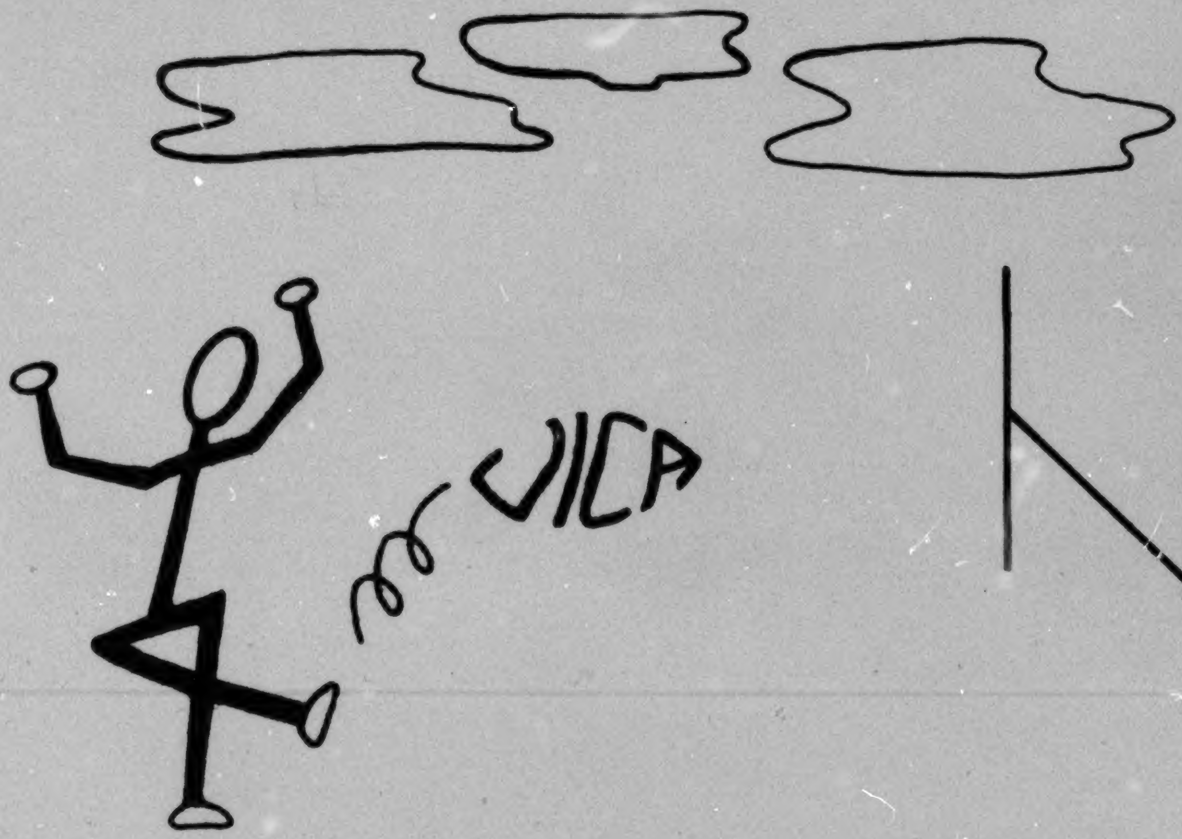


Transparency I-2-1

WHO MAY JOIN VICA?

ANY HIGH SCHOOL STUDENT ENROLLED FULL-TIME IN TRADE, INDUSTRIAL, TECHNICAL OR HEALTH EDUCATION CLASSES OR ANY POST SECONDARY STUDENT IN AREA VOCATIONAL SCHOOLS, JUNIOR OR COMMUNITY COLLEGE, TRADE, INDUSTRIAL, TECHNICAL OR HEALTH EDUCATION PROGRAMS MAY BECOME A MEMBER. MEMBERSHIP IS VOLUNTARY.

Transparency I-2-2



WHAT IS THE VICA GOAL ?

THE GOAL OF *VICA* IS TO HELP STUDENTS WITH INTERESTS IN THE TRADE, INDUSTRIAL, TECHNICAL OR HEALTH FIELDS BECOME HAPPY, MATURE AND PRODUCTIVE CITIZENS.

UPON MY HONOR, I PLEDGE

TO PREPARE MYSELF BY DILIGENT STUDY AND ARDENT PRACTICE TO BECOME A WORKER WHOSE SERVICES WILL BE RECOGNIZED AS HONORABLE BY MY EMPLOYER AND FELLOW WORKERS.

TO BASE MY EXPECTATIONS OF REWARD UPON THE SOLID FOUNDATION OF SERVICE.

TO HONOR AND RESPECT MY VOCATION IN SUCH A WAY AS TO BRING REPUTE TO MYSELF.

AND FURTHER, TO SPARE NO EFFORT IN UPHOLDING THE IDEALS OF THE VOCATIONAL INDUSTRIAL CLUBS OF AMERICA.

THE VICA PLEDGE

Transparency I-2-4

VICA CREED

I BELIEVE IN THE DIGNITY OF WORK.

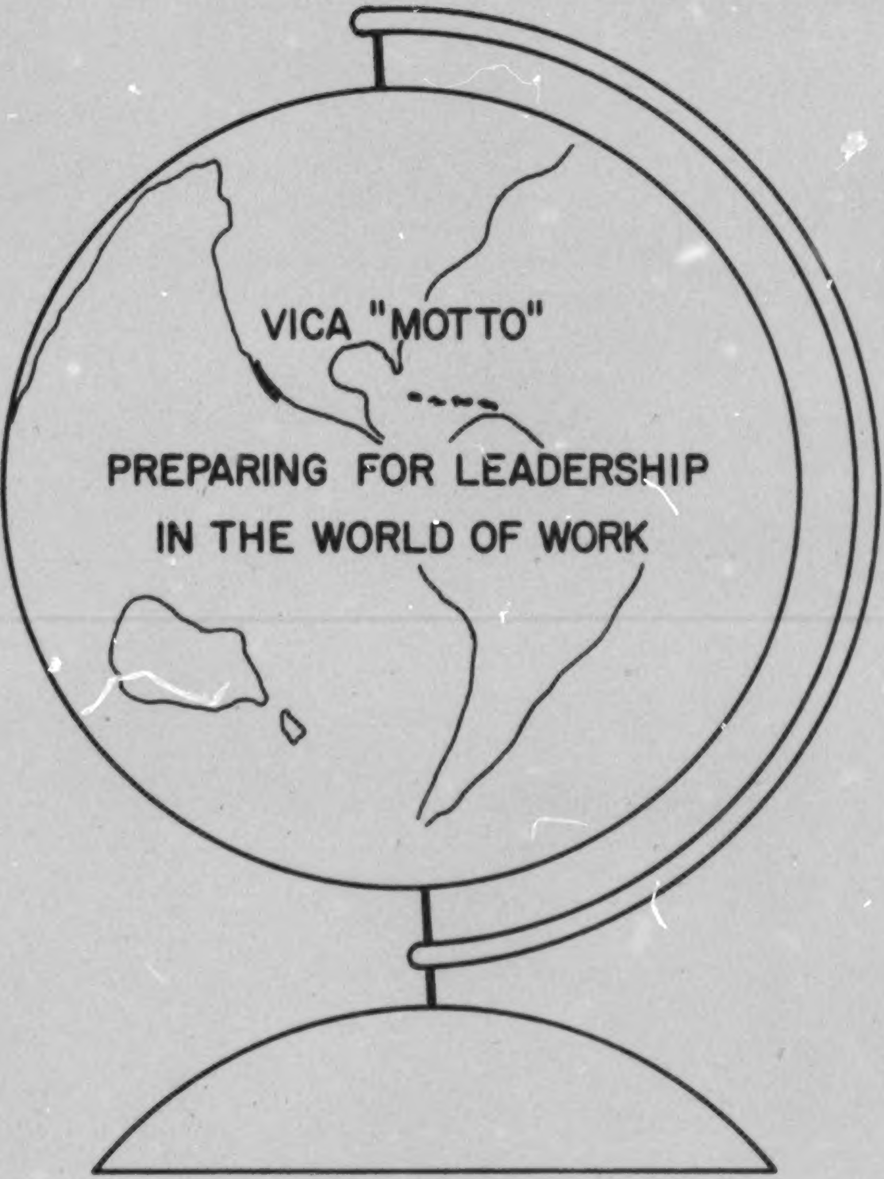
I BELIEVE IN THE AMERICAN WAY OF LIFE.

I BELIEVE IN EDUCATION.

I BELIEVE IN FAIR PLAY.

I BELIEVE SATISFACTION IS ACHIEVED BY GOOD WORK.

I BELIEVE IN HIGH MORAL AND SPIRITUAL STANDARDS.



VICA "MOTTO"

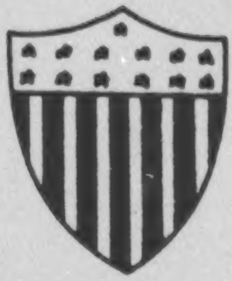
PREPARING FOR LEADERSHIP
IN THE WORLD OF WORK

Transparency I-2-6

THE MEANING OF THE COLORS OF VICA

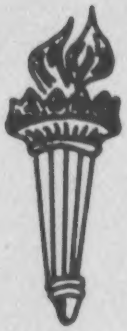
RED AND WHITE	REPRESENTS THE INDIVIDUAL STATES AND CLUBS.
BLUE	REPRESENTS THE COMMON UNION OF THE STATES AND OF THE CLUBS.
GOLD	REPRESENTS THE INDIVIDUAL, THE MOST IMPORTANT ELEMENT OF THE ORGANIZATION.

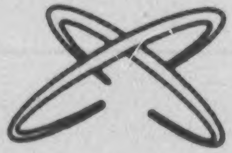
THE SYMBOLISM OF THE VICA EMBLEM



THE SHIELD REPRESENTS PATRIOTISM.

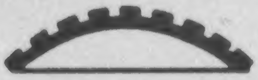
THE TORCH REPRESENTS KNOWLEDGE.

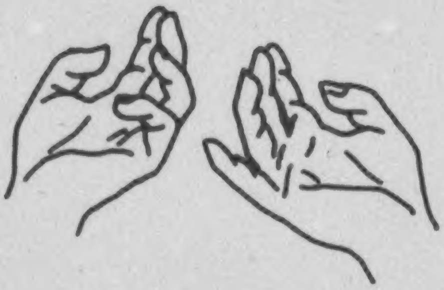




THE ORBITAL CIRCLES REPRESENTS TECHNOLOGY.

THE GEAR REPRESENTS THE INDUSTRIAL SOCIETY.





THE HANDS REPRESENT YOUTH.

Transparency I-2-8

WHO IS VICA?

VICA IS THE YOUNGEST NATIONAL VOCATIONAL YOUTH ORGANIZATION AND POTENTIALLY THE LARGEST IN THE NATION. IT PRESENTLY HAS A POTENTIAL OF APPROXIMATELY 1-7 MILLION MEMBERS. WITH THE EMPHASIS NOW ON TRADE AND INDUSTRIAL EDUCATION. IT IS PREDICTED THAT VICA WILL HAVE 300,000 MEMBERS BY 1983

Handout I-2-9

VOCATIONAL INDUSTRIAL CLUBS OF AMERICA

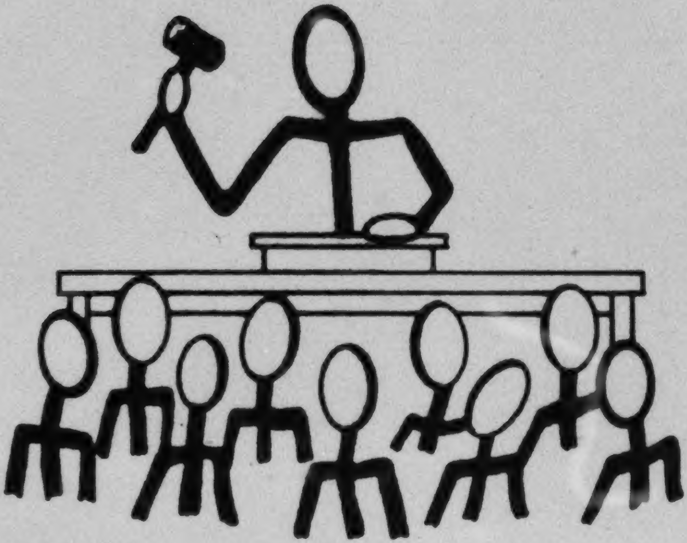
PURPOSES

VICA

- To unite in a common bond all students enrolled in vocational industrial education.
- To develop leadership abilities through participation in educational, vocational, civic, recreational, and social activities.
- To foster a deep respect for the DIGNITY OF WORK.
- To assist students in establishing realistic vocational goals.
- To help students attain a purposeful life.
- To create enthusiasm for learning.
- To promote high standards in trade ethics, workmanship, scholarship, and safety.
- To develop the ability of students to plan together, organize and carry out worthy activities and projects through use of the democratic process.
- To foster a wholesome understanding of the functions of labor and management organizations and a recognition of their mutual interdependence.
- To create among students, faculty members, patrons of the school and persons in business and industry a sincere interest in and esteem for vocational industrial education.
- To develop patriotism through a knowledge of our Nation's heritage and the practice of DEMOCRACY.

A NATIONAL YOUTH ORGANIZATION FOR VOCATIONAL INDUSTRIAL STUDENTS

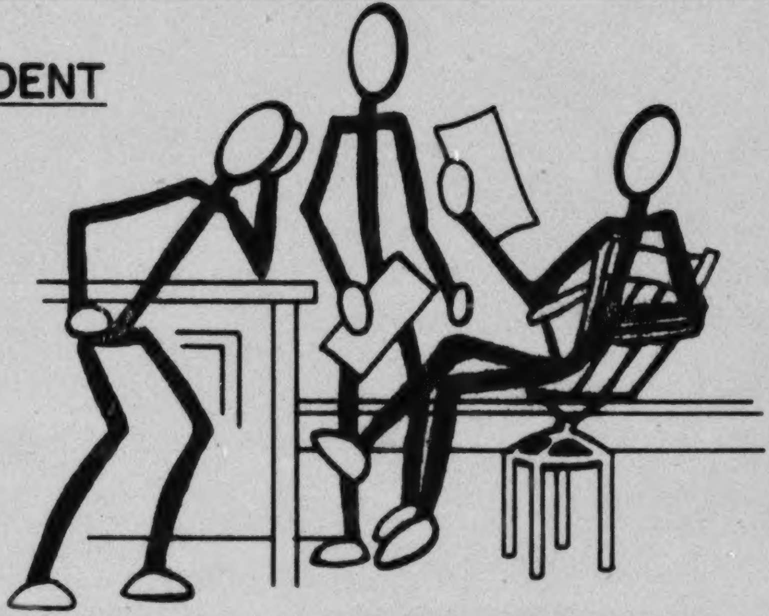
LOCAL CLUB OFFICERS AND THEIR DUTIES



PRESIDENT

PRESIDES OVER
ALL MEETINGS.

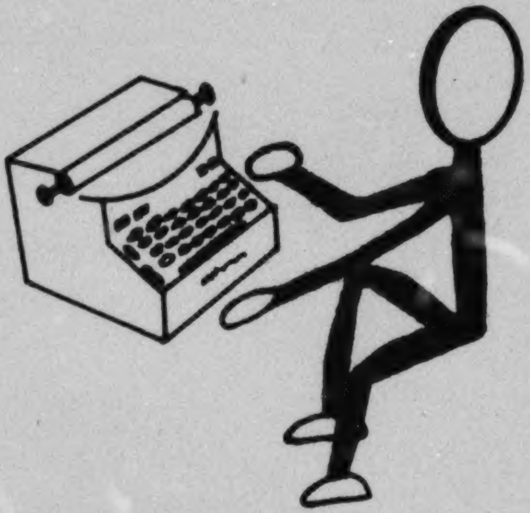
VICE PRESIDENT



ASSISTS
THE PRESIDENT AND MUST BE PREPARED
TO ASSUME THE OFFICE OF PRESIDENT.

Transparency I-2-11

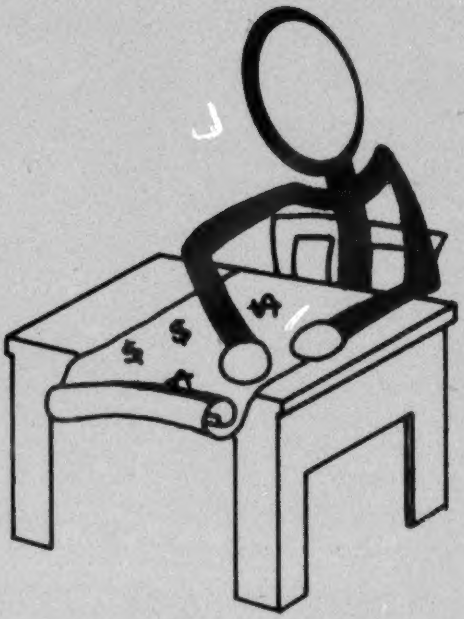
SECRETARY

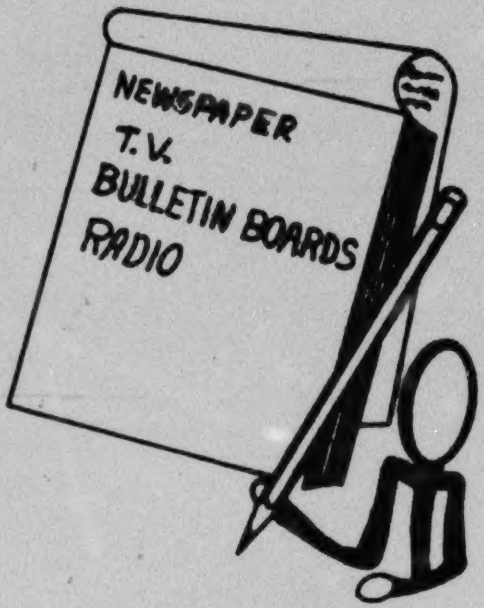


CUSTODIAN OF ALL RECORDS OF THE CLUB.

TREASURER

BANKER AND CUSTODIAN OF THE CLUB FUNDS.

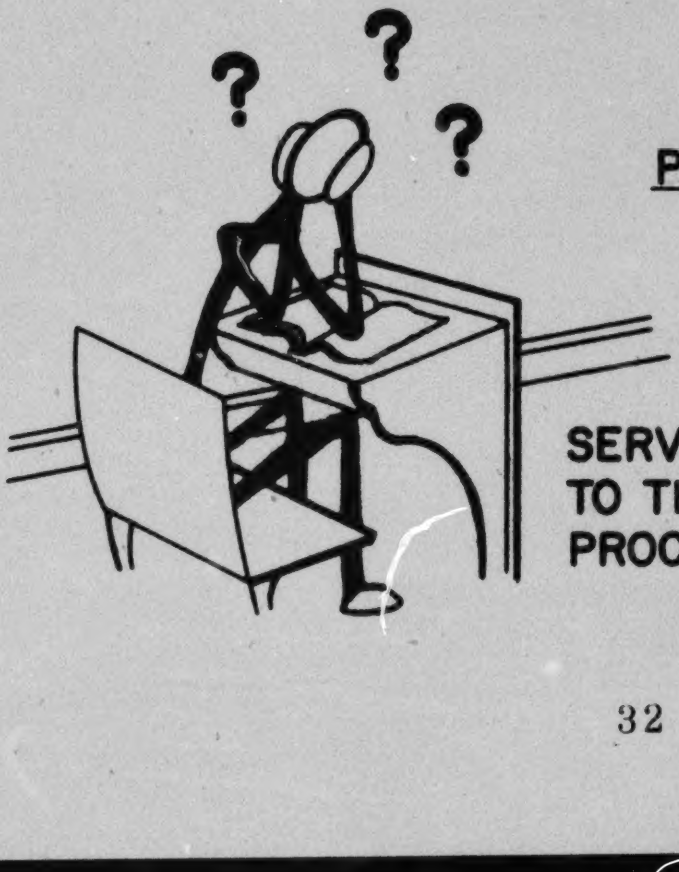



NEWSPAPER
T.V.
BULLETIN BOARDS
RADIO

REPORTER

TO HANDLE THE PUBLICITY FOR THE CLUB.

MUST ESTABLISH A GOOD RELATIONSHIP WITH ALL OF THE NEWS MEDIA.



PARLIAMENTARIAN

SERVES AS A CONSULTANT TO THE PRESIDENT ON PROCEDURAL MATTERS.

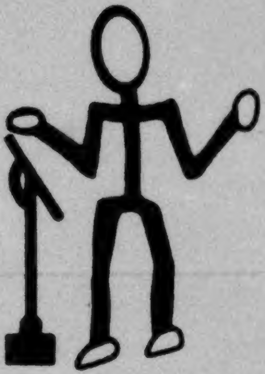
CLUB ACTIVITIES

CIVIC

- SAFETY CAMPAIGNS
- NEEDY FAMILY PROJECT
- "GET-OUT-THE-VOTE" PROJECT

EDUCATIONAL

- VISITS TO INDUSTRIAL PLANTS
- GUEST SPEAKERS
- "CAREERS IN INDUSTRY" PROGRAM

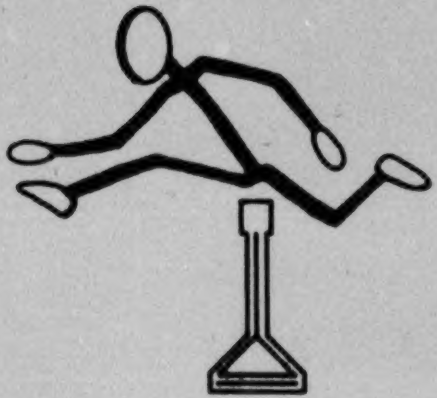


SOCIAL

- EMPLOYER-EMPLOYEE BANQUET
- SKATING PARTY
- COOKOUT

Transparency I-2-14

VICA
CONTEST

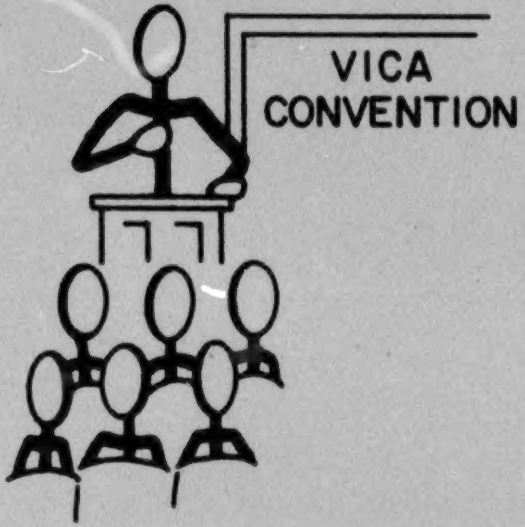


1. BRICKLAYING
2. CLUB ESSAY
3. CLUB SCRAPBOOK
4. COSMETOLOGY
5. DRAFTING
6. PUBLIC SPEAKING
7. WELDING
8. ELECTRONICS
9. JOB INTERVIEW
10. CURRENT EVENTS
11. TALENT
12. VICA STUDENT OF THE YEAR

AND MANY, MANY OTHERS.

Transparency I-2-15

CONVENTIONS


VICA
CONVENTION

NATIONAL

STATE

DISTRICT

Transparency I-2-16

SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit I
Lesson 2

BOOKLETS

Official Guide, VICA. National VICA, 105 North Virginia Avenue, Falls Church Virginia 22046, $1.00.

A Statement of Philosophy, VICA. National VICA, 105 North Virginia Avenue, Falls Church, Virginia 22046, $1.00.

Publicity Handbook, A Guide for Publicity Chairman. The Sperry and Hutchinson Company, Consumer Relations, 3003 East Kimper Road, Cincinnait, Ohio 45241.

FILMS

Developing Leadership. Qualities for Leadership, 10 minutes, black and white, 1949, State.

High School - Your Challenge. This film emphasizes the future importance of a high school education and the advantage in taking part in extra curricular activities. 13 minutes, black and white, 1952, State.

How to Lose What We Have. Responsibilities of Leadership, 11 minutes, 1951, State.

Going Places. State film library, 1972.

PAMPHLETS

Vocational Industrial Clubs of America. VICA, 105 North Virginia Avenue, Falls Church, Virginia 22046.

SLIDES

The VICA Story. 30 color slides in plastic case and narrative script. $6.50 (with tape $8.00), VICA Publications Department, 105 North Virginia Avenue, Falls Church, Virginia 22046.

LISTENING TAPES

They're Talking. Comments by national leaders such as Hubert Humphrey and George Meany about VICA, young people and jobs. VICA, single copies $2.50 each, 20 or more copies $1.50 each.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit I
Lesson 3

SUBJECT: Parliamentary Procedure

OBJECTIVE: IWE students, by groups, will be expected to both conduct and participate in a meeting while using the proper terminology and procedure.

TEACHING AIDS: Projector (16 MM), Handouts

MATERIALS: Film, "Parliamentary Procedure", State, 1952 (or most recent).
"Simplifying Parliamentary Procedure", Publication 344, Extension Division, Virginia Polytechnic Institute and State University, Blacksburg, Virginia.
"Making Meetings Effective", Publication 167, Virginia Polytechnic Institute and State University, Blacksburg, Virginia.

REFERENCES: Succeeding in the World of Work. 1970, McKnight and McKnight Publishing Company, Bloomington, Illinois.

I. PREPARATION (of the learner)

Parliamentary procedure serves several useful purposes:

1. Assures an orderly meeting.
2. Determines the consensus of members on any issue.
3. Strengthens group solidarity.
4. Economizes on time.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Parliamentary Procedure in Action	Show film, "Parliamentary Procedure", and discussion after film.
1. Order of business	
a. Call to order	
b. Officers' reports	
c. Committee reports	
d. Unfinished business	
e. New business	
f. Adjournment	
2. Terminology	Refer to Handout I-3-1. Refer to booklet "Simplifying Parliamentary Procedure".
a. Agenda	
b. Quorum	
c. Amendment	
d. "I move the previous question"	
e. "I rise to a point of order"	
f. Sidetracking motions	
g. Committee of the whole	
h. Acclamation vote	

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Parliamentary Procedure (continued) 2. Terminology (continued) i. Ad Hoc committee j. Standing committee k. Others	
B. Constitution	Read excerpts from your local constitution and by-laws.
C. By-Laws	Explain the need of revising each year.
D. Motions 1. Privilege 2. Subsidiary 3. Incidential 4. Main	Hand out and explain the motions used in parliamentary procedure. Refer to Handout I-3-2.

III. APPLICATION

Role play. Rotate students among various duties. Create parliamentary procedure problems and solve.

Discuss when students would use parliamentary procedure i.e., VICA meetings, local political meetings, local civic meetings.

IV. TEST

In outline form, students will list the procedure and proper order of business, including the making, discussion and amending the motions.

SUGGESTED ACTIVITIES: Take VICA members to a local political meeting. Observe parliamentary procedure in action.
Participate in local VICA meetings.

NEXT LESSON: Pre-employment Information

EXPLANATION OF TERMINOLOGY MOST COMMONLY USED IN PARLIAMENTARY PROCEDURE

A Quorum (Enough members present)

In order to hold a meeting, a quorum of members must be present. The number of individuals that constitutes a quorum depends entirely upon the individual organization. A quorum does not need to be a majority of members.

Agenda (Things to be done)

Before the business meeting, the officers should have prepared an agenda which outlines the order of business to be considered. This is desirable in order to make sure that the most important matters are considered first.

Amendment (To a motion)

When an amendment to a motion is proposed, it, too, must be seconded before it can be discussed. The amendment is then voted on by itself and, if accepted, it is included in the original motion. Any number of other amendments to the original motion may be proposed, but only one amendment to an amendment may be made.

I Move the Previous Question

Whenever a member wishes to end discussion on a motion and take a vote on it, he may say, "I move the previous question." This motion must be seconded. The chairman then may ask, "Shall the previous question be put? All in favor say, "Aye". Should the "ayes have it," the motion is then voted upon.

I Rise To a Point of Order

A person who feels that a speaker's remarks are not related to the question under consideration may secure recognition from the chairman to say, "Mr. Chairman, I rise to a point of order". The chairman should ask him to state his point. The person may say, "Mr. J's remarks are not related to the business under consideration". It is up to the chairman to decide whether or not the point is well taken.

Sidetracking Motions

For various reasons, it may be desirable not to take final action on a motion. The following are solutions:

1. That the motion be postponed to a later date.
2. That the motion be referred to a committee for further study.
3. That the motion be tabled.

Acclamation Vote

A vote by voice. All in favor indicate by saying "aye".

PARLIAMENTARY PROCEDURE

Classification and Kinds of Motions

I. Motions are divided thus:
   - A. Main motion
   - B. Privileged
   - C. Subsidiary
   - D. Incidential
   - E. Unclassified or Miscellaneous

II. Explanation of the Classes of Motions
   - A. A main motion may be regarded as the material upon which the member or student is going to work.
   - B. The subsidiary motions are the main tools to work with.
   - C. The incidential motions are the secondary tools.
   - D. The privileged motions deal with emergency matters.

III. The motions under each classification are as follows:
   - A. Subsidiary Motions
     1. Lay a question on the table
     2. The previous question
     3. Limit or extend debates
     4. Postpone definitely or indefinitely
     5. Commit or recommit
     6. Amend a motion
   - B. Incidential Motions
     1. Rise to a point of order
     2. Appeal from a decision of the chair
     3. Suspension of the rules
     4. Division of the assembly
     5. Motions relating to nominations
     6. Objection to consideration
     7. Division of a question
     8. Motions pertaining to voting
     9. Requests growing out of pending business
   - C. Privileged Motions
     1. To fix the time at which to adjourn
     2. To adjourn
     3. To take a recess
     4. Raise a question of privilege
     5. Call for order of the day.
   - D. Unclassified
     1. Take from the table
     2. To reconsider
     3. To rescind
     4. To expunge
     5. To ratify

SUPPLEMENTAL
TEACHING MATERIALS FOR THE GENERALLY RELATED LESSONS

Unit I
Lesson 3

BOOKS

Robert's Rules of Order. Scott Foresman and Company, New York, New York 10001.

BOOKLETS

A Guide to Parliamentary Procedure. Interstate Printers and Publishers, Inc., 1527 North Jackson Street, Danville, Illinois 61843.

The How of Parliamentary Procedure. Interstate Printers and Publishers, Inc., 1527 North Jackson Street, Danville, Illinois 61843.

A Primer of Parliamentary Procedure. National Board, YMCA, Bureau of Communications, 600 Lexington Avenue, New York, New York 10022.

Simplified Parliamentary Procedure. Overseas Educational Fund of the League of Women Voters, 1220 17th Street, N.W., Washington, D.C. 20036.

FILMS

Parliamentary Procedure. This film can be used in the introduction of the student to the type of procedure expected in local VICA meetings. Film shows the type of procedure used in civic meetings. 11 minutes, 1952, State.

Room for Discussion. Emphasizes that discussion is the privilege and responsibility of all citizens living in a democracy. 25 minutes, 1952, State.

Speech - Conducting a Meeting. Demonstrates the basic procedure of parliamentary procedures. 10 minutes, 1952, State.

IWE I

UNIT II

PRE-EMPLOYMENT INFORMATION

Lesson 1.	Child Labor Laws
Lesson 2.	Wage-Hour Laws
Lesson 3.	Social Security, Workmen's Compensation and Unemployment Compensation
Lesson 4.	Sources of Employment
Lesson 5.	Job Application Procedure
Lesson 6.	The Job Interview

Developed by
Edward A. Atkins
and
Thomas A. Verbeke

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit II
Lesson 1

SUBJECT: Child Labor Laws

OBJECTIVE: The student will be able to fill out a work permit and actually obtain one.

TEACHING AIDS: Blackboard, overhead projector, opaque projector

MATERIALS: Handouts, notebook, transparency, pretest, booklets: Excerpts of Virginia Labor Laws. Virginia Department of Labor and Industry, Box 1814, Richmond, Virginia 23214 and A Guide to Child Labor Provisions of the Fair Labor Standards Act. U.S. Department of Labor, Wage and Hour Public Contracts Division, Washington, D.C. 20210.

REFERENCES: Succeeding in the World of Work. McKnight and McKnight Publishing Company, 1970, Bloomington, Illinois.

I. PREPARATION (of the learner)

Introduction (Refer to Pretest-Posttest II-1-1)

Tim who is 16, works part-time with his neighbor's contracting company. One afternoon while using a hand power saw he cut off two of his fingers. Upon investigation by the local Department of Labor and Industry, it was discovered that Tim was not legally employed. Operating power driven woodworking machines is considered a hazardous occupation.

In what way could this accident have been avoided?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. What is child labor? 1. 16 years is considered minimum age for employment	STRESS: Child labor is any employment under 18 years of age.
2. At 16, may be employed in any occupation other than a non-agricultural occupation declared hazardous by the Department of Labor	POINT OUT: Advantages of early employment to the student learner. 1. Gainful employment after graduation 2. Knowledge in a certain vocational field
3. For minors 14 and 15 years of age who attend school part-time and work part-time	

B. What is a hazardous occupation?
   1. One that can be dangerous to the student's health and well-being
   2. You must be 18 years old to work in a nonagricultural job declared hazardous. Such jobs are:
      a. Manufacturing or storage occupations involving explosives
      b. Occupations of motor vehicle driver and outside helper
      c. Coal mine occupations
      d. Logging and sawmilling occupations
      e. Power driven woodworking machine occupations
      f. Occupations involving exposure to radio active substances and to ionizing radiations
      g. Power driven hoisting apparatus occupations
      h. Power driven metal forming, punching, and shearing machine occupations
      i. Occupations in connection with mining, other than coal
      j. Occupations involving slaughtering, meat packing processing or rendering
      k. Power driven bakery machine occupations
      l. Power driven paper products machine occupations
      m. Occupations involved in the manufacture of brick, tile, and kindred products
      n. Occupations involved in the operation of power driven circular saws, band saws, and guillotine shears
      o. Occupations involved in wrecking, demolition, and shipbreaking operations
      p. Occupations involved in roofing operations
      q. Occupations in excavation operations

   You must be 16 years old to work at any time in agricultural jobs declared hazardous.

Refer to A Guide to Child Labor Provisions of the Fair Labor Act.

List on board some of the hazardous occupations identified by the Department of Labor.

Emphasize the 7 occupations which student learners may obtain exemptions for. Specify employment conditions for exemptions. (See pages 4 & 5 Excerpts of Virginia Labor Laws.)

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. Who determines what is a hazardous occupation? Department of Labor and Industry 1. Sends out investigators 2. Studies the actual job 3. Reports findings	Emphasize that information is based on safety statistics. Ask: Why is it important for you to know about hazardous occupations? (Ans: For your own protection)
D. Exemptions to Child Labor Laws. 1. Farms, gardens and orchards 2. Domestic duties in and around private homes 3. On school playgrounds or playgrounds operated by the State, city, county or by a corporation the property of which is tax exempt 4. For one day or less in connection with the studies at any public or accredited private school	Ask: How many of you have been involved in jobs exempt from Labor Laws? Use opaque projector to show page 1 of Excerpts of Virginia Labor Laws.
D. Work Permits 1. Forms for work permit a. Parental permission b. Employer's intent to employ c. Physician's examination d. Proof of age 1. Birth certificate 2. Baptismal record 3. Insurance policy 4. Passport 5. School record 2. Types of work permits a. General b. Hazardous c. Special	Refer to Handout II-1-2: Explain procedure for obtaining work permit. Refer to Handout II-1-3: Work Permit Form. Ask: 1. How many have obtained work permits? 2. How many have special work permits? STRESS: Types of work permits to be used in Industrial Work Experience.

III. APPLICATION

A. Discuss your own job and its relation to the child labor laws.
B. Discuss actual cases concerning Child Labor Laws.

IV. TEST

Have students fill out sample work permit.

SUGGESTED ACTIVITIES:

A. Tour of industry or trade involving hazardous occupations.
B. Have students list hazardous occupational jobs and non-hazardous occupational jobs. (Competitive game, see Game II-1-4).
C. (Optional) Reading: Succeeding in the World of Work. McKnight and McKnight Publishing Company, pages 417-454.

NEST LESSON: Wage-Hour Laws

OPTIONAL PRETEST - POSTTEST

1. Every student learner under __(b)__ years of age must have a work permit.

   a. 21
   b. 18
   c. 16
   d. 14

2. Legal employment means __(d)__.

   a. being hired
   b. working part-time
   c. working 40 hrs/wk
   d. having a work permit

3. The three kinds of work permits are __(a)__, __(d)__, and __(f)__.

   a. general
   b. child
   c. adult
   d. hazardous
   e. non-hazardous
   f. special

4. A hazardous occupation is one that can be __(e)__ to the student's health and well-being.

   a. dangerous
   b. helpful
   c. benefical
   d. detrimental
   e. A & D
   f. none of these

5. Student learners are protected by __(f)__ regulations.

   a. Federal
   b. State
   c. local
   d. A & C
   e. A & B
   f. all of these

PROCEDURE FOR OBTAINING A WORK PERMIT

A work permit is a legal document and should not be issued unless the minor's occupation and hours of work are legal for his or her age at the time of issuance. It should bear no erasures or discrepancies.

Minors may apply to their local issuing officer (in the area where they will be working) for the forms necessary for the issuance of the work permit. These are:

1. Intention to Employ. This is to be completed by the employer and sets forth the number of hours per day, days per week and the allotted meal or rest period for the minor.

2. Permission for Employment. This is to be completed by the parent giving his permission for the minor to work in the stated job. Minors 12 to 16 years of age must be accompanied by parent or guardian.

3. Physician's Certificate of Physical Fitness.
    a. This must be completed by the examining doctor. If the local authorities do not have the facilities for physicians' examinations, certificate may be completed by the family physician. This form certifies that the minor can physically perform this specific job.
    b. This examination must be made no more than 30 days before permit is issued.
    c. When work is similar, although for a different employer, it will not be necessary to obtain an additional physical fitness examination.
    d. This form is valid for two years unless the physical requirements of subsequent employment substantially increase.

These three forms, when completed, should be taken to the issuing officer along with permissible evidence of age, such as:

1. Birth certificate or transcript thereof issued by registrar of vital statistics.
2. Bible or baptismal record.
3. Insurance policy at least one year old.
4. Passport.
5. School record.

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3. Insurance policy at least one year old.
4. Passport.
5. School record.

WORK PERMIT FORMS

THIS IS NOT AN EMPLOYMENT CERTIFICATE
PERMISSION FOR EMPLOYMENT
(In accordance with Section 40.1-92, Code of Virginia)

Boys 12 to 16 and Girls 14 to 16 years of age:

I have personally appeared before the Issuing Officer and give my consent for

....
(Name of minor)

to be employed at ....
(Name and address of place of employment)

Date.............................. Signature ....
(Parent or Guardian)

Boys and Girls 16 and 17 years of age:

This will serve the Issuing Officer notice that I give my consent for ....
(Name of minor)

.... to be employed at ....
(Name and address of place of employment)

Date.............................. Signature ....
(Parent or Guardian)

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF LABOR AND INDUSTRY
RICHMOND, VIRGINIA

Commonwealth of Virginia
Department of Labor and Industry
Richmond, Virginia

INTENTION TO EMPLOY

I)
We) intend to employ ______________________ Age __________

As ______________________________________
(exact nature of work)

when he presents an employment certificate duly signed; hours of employment not to exceed 8 hours per day or 40 hours per week. He will have at least a 30-minute rest or meal period no later than after 5 consecutive hours of work. I agree to comply with all provisions of Section 40.1-80, Code of Virginia, as set forth on reverse side of this form.

______________________ 19______ ______________________
(Date) (Signature of employer or agent)

Name of Firm ______________________________________

Address ______________________________________

NOTE: This card must be presented by the minor to the issuing officer, along with a parent's permission form and certificate of physical fitness form and proof of age before an employment certificate will be granted.

(OVER)

THIS IS NOT AN EMPLOYMENT CERTIFICATE

PHYSICIAN'S CERTIFICATE OF PHYSICAL FITNESS
For minors 12 to 18 years of Age in Accordance with Section 40.1-95 of the Code of Virginia

Name of Applicant ______________________ Address ______________________

Parent or Guardian ______________________ Address ______________________

Col. ______ Sex ______

Height ______

Weight ______

TO DOCTOR: Child must be 56'' in height and weigh 80 pounds to be certified as having reached the physical age of 14; and must be 57'' in height and weigh 85 pounds to be certified as having reached the physical age of 16.

Nutrition ______________________ Lungs ______________________

Skin ______________________ Deformities ______________________

Glands ______________________ ______________________

Eyes R __________ L __________ Nervous System ______________________

Teeth ______________________ ______________________

Nose & Throat ______________________ General Health ______________________

Ears R __________ L __________ ______________________

Heart ______________________ ______________________

over

THIS IS NOT AN EMPLOYMENT CERTIFICATE.

COMPETITIVE GAME ON LISTING OCCUPATIONS

Divide the class into four groups. Two groups are to list all the hazardous occupations which they can think of. The remaining two groups will do the same for non-hazardous occupations.

Award one point for every correct occupation given on each of the lists.

Compare both hazardous lists. For every occupation on one hazardous list which does not appear on the other hazardous occupation list, award two points.

Do the same for the two non-hazardous occupations lists.

The highest point total wins.

Complie two comprehensive lists on the chalkboard after the game is over showing all the occupations which the class listed.

SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit II
Lesson 1

PHAMPHLETS

Handbook for Young Workers. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Excerpts of Virginia Labor Laws. Department of Labor and Industry, Ninth Street Office Building, P.O. Box 1814, Richmond, Virginia 23214, 1974.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit II
Lesson 2

SUBJECT: Wage-Hour Laws

OBJECTIVE: The student will be able to define terms used in wage-hour laws. Given a wage problem involving an employer engaged in interstate commerce, the student will provide the correct solution.

TEACHING AIDS: Blackboard, opaque projector

MATERIALS: Pretest-posttest, student notebooks, booklet: Handy Reference Guide to the Fair Labor Standards Act. U. S. Department of Labor Wage and Hour and Public Contracts Division, Washington, D. C. 20210.

REFERENCES: Handbook for Young Workers. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

SPEAKER (optional): Local representative of the Department of Labor and Industry. (Should be told in advance concerning type of group he is to talk to.)

I. PREPARATION (of the learner)

Introduction (Refer to Pretest - Posttest II-2-1)

Bill is employed as a car wiper at Eddie's Car Wash, which is a chain car wash found in many states. He wipes off the cars as they come out of the car wash. He makes $2.40 per hour, clear. Are his earnings legal under Federal law?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Definition of: 1. Interstate commerce 2. Work week 3. Tips 4. Overtime 5. Hours worked 6. Enterprise 7. Student-Learner certificate 8. Fair Labor Standards Act	Teacher, put definitions on the chalkboard.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
B. Who is covered by the law? 1. Employees engaged in interstate or foreign commerce 2. Employees engaged in the production of goods for interstate or foreign commerce 3. Other specific enterprise as defined by the Fair Labor Standards Act 4. Equal coverage for men and women	Point out legal number of hours a student-learner may work. 1. 8 hours in any one day. 2. 6 days in any one week. 3. 40 hours in any one week. 4. Which hours? (see p. 13, Excerpts from Virginia Labor Laws) Refer to Handy Reference Guide to the Fair Labor Standards Act. Use opaque projector to illustrate pp. 3, 4, 5.
C. Overtime Provisions After 40 hours, must be paid time and a half for these hours	Place the following problem on the board: Assume that you are employed by the C & P Telephone Company, which is engaged in interstate and foreign commerce, and your hourly wage is $3.75. If you work a regular work week, what would your earnings be? If you worked 48 hours in a work week, what would your earnings be?
D. Exemptions from Minimum Wage and Overtime Provisions 1. Administrative workers, professional and executive employees 2. Student-learners 3. Other defined cases	Explain sub-minimum wage requirements. Point out: Student workers cannot work overtime.
E. Enforcement of the Laws Wage and Hour and Public Contracts Division of U.S. Labor Department.	Refer to Handy Reference Guide to the Fair Labor Standards Act. Use opaque projector to illustrate page 13, "Procedure for recovery of back pay."

III. APPLICATION (drills, illustrations, questions)

A. Students tell about their classification on the job, if they are employed.
B. Cite cases of industries involved in hour-wage laws.
3. Role Playing (see Games II-2-2)

IV. TEST

Give wage problem with overtime and define 8 wage-hour terms.
Example - John makes $3.75 per hour. He works 5 hrs/day on week days and 8 hours on Saturday. How much does he make before taxes?

SUGGESTED ACTIVITIES:

A. Discuss the pros and cons of having minimum wage guidelines.
B. Bring in local representative of the Department of Labor and Industry.
C. Set up a buy grade system. Print class money in various denominations. ($1, $5, $10, $20, etc.) Assign monetary values to attendance, tardiness, participation, assignments, etc. At the end of each grading period the student buys his grade with the money paid for his prior work.

NEXT LESSON: Social Security, Workmen's Compensation and Unemployment Compensation.

OPTIONAL PRETEST - POSTTEST

1. Virginia has a minimum wage law:

   True or False

2. The Federal Minimum Wage is:

   a. $1.00
   b. $1.75
   c. $2.20
   d. $2.00
   e. $2.50

3. A student worker may receive overtime pay.

   True or False

4. Which federal department enforces the Fair Labor Standards Act?

   a. Treasury
   b. Health, Education and Welfare
   c. Labor
   d. State

5. A student worker comes under the Fair Labor Standards Act.

   True or False

ROLE PLAYING

Choose one student to be the manager of a company.

Give each of the other students a slip of paper telling him how many hours he is working per week and his monthly check before taxes.

Each student must first compute his hourly wage.

He then must discuss with the "manager" his pleasure or displeasure with his salary, hours, etc., and state facts (i.e. minimum wage, overtime, etc.) as to why it should or should not be changed.

SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit II
Lesson 2

BOOKLETS

Fair Labor Standards Act of 1938 (as amended, hours worked). U. S. Department of Labor, Wage and Hour and Public Contracts Division, Washington, D. C. 20210.

Hourly References Guide. U. S. Department of Labor, Wage, and Public Contracts Division, Washington, D. C. 20210.

An Important Message for Job Seekers. Michigan State Employment Service, 620 North Capital Avenue, Lansing, Michigan 48933.

Records to be Kept by Employers. U. S. Department of Labor, Wage and Hour and Public Contracts Division, Washington, D. C. 20210.

A Teacher's Guide to Credit Unions. Cons-International, Inc., Box 431, Madison, Wisconsin 53701.

It's Easy to Hire Teenagers. U. S. Department of Labor, Wage and Hour and Public Contracts Division, Washington, D. C. 20210.

Equal Pay. U. S. Department of Labor, Wage and Hour and Public Contract Division, Washington, D. C. 20210.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit II
Lesson 3

SUBJECT: Social Security, Workmen's Compensation and Unemployment Compensation

OBJECTIVE:
1. The student will be able to properly fill out forms related to Social Security, Workmen's Compensation and Unemployment Compensation.
2. The student will have, or obtain, a social security card.

TEACHING AIDS: Blackboard, 16 MM projector, overhead projector

MATERIALS: Pretest-posttest, student notebooks, transparency, and film: *Social Security, Workmen's Compensation and Unemployment Compensation.* 1976, Local Social Security Administration Office.

REFERENCES: *Succeeding in the World of Work*. McKnight and McKnight Publishing Company, Bloomington, Illinois 61701, 1971.
Your Social Security. U. S. Department of Health, Education and Welfare, Social Security Administration, Washington, D.C. 20402.
Unemployment Insurance in Virginia. Virginia Employment Commission, Richmond, Virginia 23219.
The Virginia Workmen's Compensation Act, Commonwealth of Virginia Department of Purchases and Supply, Richmond, Virginia, 1972, Amendments - 1973.

SPEAKER (optional): Local representative from the Social Security Office. (Should be told in advance concerning the level of group he will be addressing.)

I. PREPARATION (of the learner)

Introduction (Refer to Pretest II-3-1)

Do you have a social security card? If so, what does it mean to you in your present work?

How will if affect you in the future?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. What is social security? 1. A federally sponsored retirement plan 2. Paid for by both employer and employee 3. Paid upon retirement to worker by the government at stipulated rates, governed by the amount of income earned	Show film, "Social Security, Workmen's Compensation and Unemployment Compensation.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
B. Purposes of Social Security 1. Supplementary retirement plan for the individual 2. Provides income for old age along with benefits for death and disability 3. Providesfinancial assistance for health through medicare	STRESS: Benefits for young people 18-22 who are full-time college students and disabled. Explain the procedure for obtaining a social security card. Refer to Transparency II-3-2.
C. What jobs are covered? 1. Workers in a. Factories b. Offices c. Stores d. Mines e. Shops f. Mills 2. Some a. State employees b. Farm workers c. Household workers d. Clergy e. Federal workers f. Fishermen g. Members of Armed Services h. People who work at home 3. Self employed workers	STRESS: Almost every kind of employment and self-employment is covered by Social Security.
D. Workmen's Compensation 1. What is it? 2. Who receives it? 3. What are the benefits? 4. When are you covered? 5. When are you not covered? 6. Who pays for it?	Teacher, Supply answers on chalkboard. *Point out times in which students are not covered by workmen's compensation. 1. Under the influence of alcohol. 2. Under the influence of drugs. *EMPHASIZE: Students are to report all injuries to employer immediately.
E. Unemployment Compensation 1. What is it? 2. Who pays for it? 3. Who is entitled to receive it? 4. How long do payments continue? 5. When are you not covered? 6. Where do you file for it?	Have students answer questions orally. Teacher, Write answers on chalkboard. *STRESS: Part-time working students are not entitled to workmen's compensation.

III. APPLICATION (drills, illustrations, analogies, etc.)

A. Discuss some cases in which workmen's compensation has been involved.
B. Is an individual able to provide the same security for himself and his family that social security provides?
C. Describe how to go about applying for unemployment compensation if the need arose.
D. Have students write the Social Security Office and obtain statements of their contributions.

IV. TEST

Give posttest.

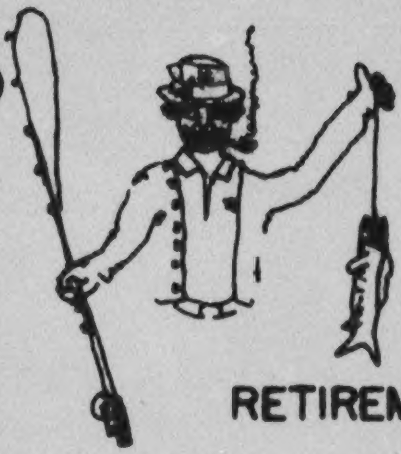
SUGGESTED ACTIVITIES

A. Arrange for a representative of the Workmen's Compensation Office to speak with students.
B. (Optional) Reading: Succeeding in the World of Work. McKnight and McKnight Publishing Company, pp. 290-312.
C. Game of money for compensation. (See Games II-3-3)

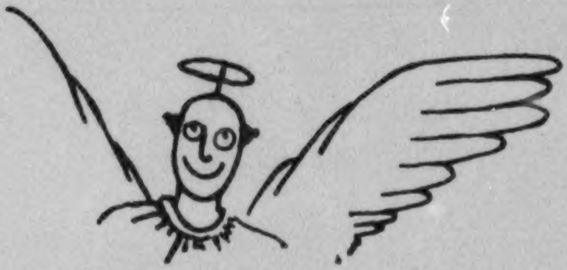
NEXT LESSON: Sources of employment

PRETEST - POSTTEST

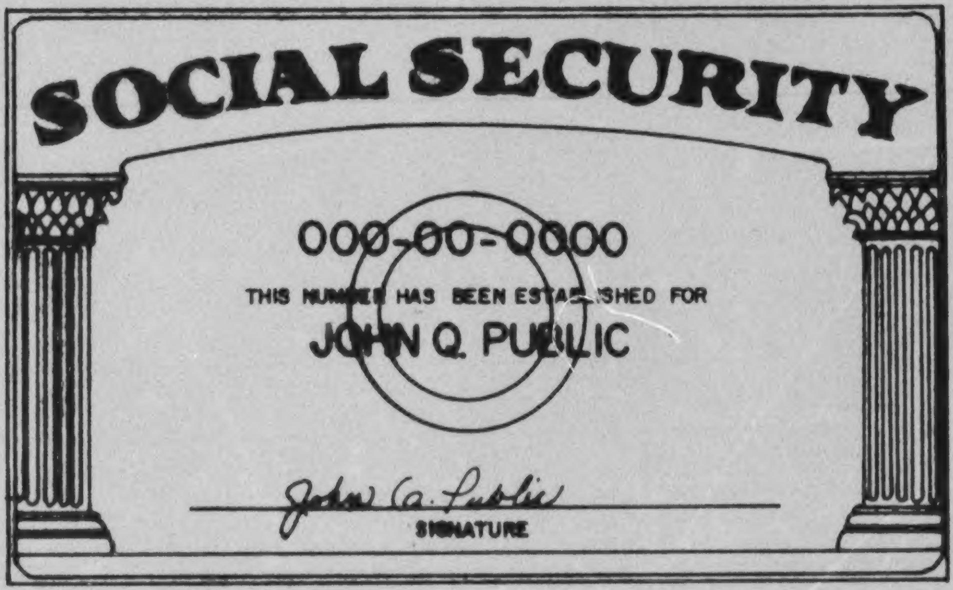
1. What is your Social Security Number?
2. What are some advantages of Social Security?
3. Are all jobs covered under Social Security?
4. How can workmen's compensation help you?
5. Who pays for unemployment compensation?



RETIREMENT



DEATH



SOCIAL SECURITY

000-00-0000

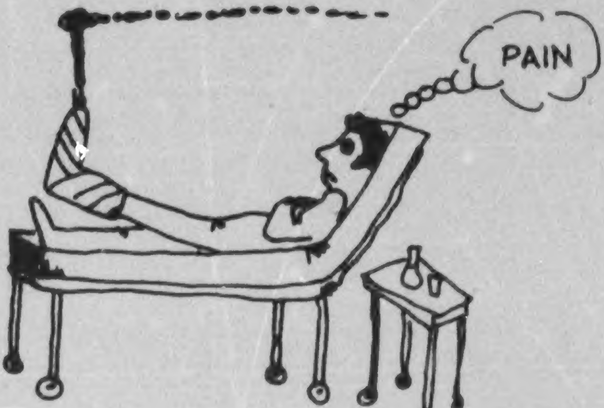
THIS NUMBER HAS BEEN ESTABLISHED FOR

JOHN Q. PUBLIC

John Q. Public

SIGNATURE

DISABILITY



MONEY FOR COMPENSATION

Give each student a Workmen's Compensation Disability Form (sheet with diagram of body showing monetary compensation for loss of various appendages).

Have students draw slips of paper describing loss of appendages during job related accidents.

Students must first compute what their compensation will be.

The student with the largest compensation wins. However, if he computes it wrong, he loses half of his compensation. Then the student with the highest compensation which is correct, is declared the winner.

SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit II
Lesson 3

BOOK

The Social Security Program in the United States. Charles I. Schottland, 1970 Appleton-Century-Crafts, Educational Division, Meredith Corporation, 440 Park Avenue, South, New York, New York 10017.

BOOKLETS

An Analysis of the Ford Type Plan for Supplemental Unemployment Compensation. National Association of Manufacturers, Education Department, 2 East 48th Street, New York, New York 10017.

Employee Health and Welfare Programs. National Association of Manufacturers. Education Department, 2 East 48th Street, New York, New York 10017.

School Certification of Full-time Attendance for Social Security Purposes. U.S. Department of Health, Education and Welfare, Social Security Administration, Baltimore, Maryland 21235.

Social Security Handbook. Social Security Administration, U.S. Government Printing Office, Washington, D.C. 20025, $1.25.

Social Security Information for Young Families. U. S. Department of Health Education and Welfare, Social Security Administration, Washington, D.C., 20402.

Social Security Ignorance Can Cost You Money. National Research Bureau, Inc. 424 North 3rd Street, Burlington, Iowa 52601, $.20.

Social Security Cash Benefits for Students 18 to 22. U. S. Government Printing Office, Washington, D.C. 20402, 5¢ or $2.50 per 100.

Unemployment Compensation in a Free Economy. National Association of Manufacturers, 14 West 49th Street, New York, New York 10020.

Virginia Workmen's Compensation Act, 1972, Amended 1973. Commonwealth of Virginia Department of Purchase and Supply, Richmond, Virginia 23219.

Your Medicare Handbook. U.S. Department of Health, Education, Welfare, Social Security Administration, Washington, D.C. 20402.

FILMS

Samuel and Social Security. This film is the saga of Samuel J. Pilgrim, one of the millions whose work is covered by the social security law. It explains the benefits which are available under the law. 14 minutes, color, Social Security District Office.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit II
Lesson 4

SUBJECT: Sources of Employment

OBJECTIVE: The student will be able to find a job lead from 3 different sources. He will be able to compare the differences between public and private employment agencies.

TEACHING AIDS: Blackboard, overhead projector

MATERIALS: Pretest, transparencies, phone book, classified ads (local newspaper)

REFERENCES: How to Get the Job. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.
How to Get and Hold the Right Job. U. S. Deparcment of Labor, Washington, D.C. 20000.
Succeeding in the World of Work. McKnight and McKnight Publishing Company, 1970, Bloomington, Illinois 61701.

SPEAKER: Representative of the Virginia Employment Commission

I. PREPARATION (of the learner)

Introduction (Refer to Pretest II-4-1)
Joe lost his job due to the fact that the company had too many workers. Where would you, as a student, look for a job if placed in this position?

II. PRESENTATION

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Sources	Ask: When looking for a job, there are a number of good sources for leads. What are some of them?
1. Tips from relatives and friends	
2. Teacher-coordinator.	
3. Classified ads	STRESS: Best source is tips from relatives and friends.
4. Applying to local industry without lead	
5. State employment agency	Refer to Transparency II-4-2.
6. Civil Service announcements.	
7. Yellow pages	
8. News stories about new industries	
9. Private employment agencies	
10. School guidance counselors	

II. PRESENTATION (continued)

INSTURCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
B. Public Versus Private Employment Agencies 1. Public	STRESS: Differences between public and private employment agencies.
a. Free b. Various types of jobs available	STRESS: Most employers have good relationships with employment agencies (public).
c. Testing is available to determine applicant's qualifications.	Refer to Transparency II-4-3.
2. Private a. Charge a fee	STRESS: Many good employers do not work with private agencies.
b. Often handle jobs with high qualification requirements c. Some employers pay job fees	Refer to Transparency II-4-4.

III. APPLICATION

A. Have each student read a classified ad for employment. Have him tell whether it is a good or bad source of employment and explain his answer.
B. Have an employee of the Virginia Employment Commission speak to the class as a guest speaker.

IV. TEST

Have students list three sources they would use in finding a job, in order of use.

Have students give the advantages and disadvantages of public and private employment agencies.

SUGGESTED ACTIVITIES:

A. Arrange for trips to an industry to talk to a personnel man.
B. Arrange for private employment agent to talk to class.
C. (Optional) Reading: Succeeding in the World of Work. McKnight and McKnight Publishing Company, pp. 26-30.

NEXT LESSON: Job Application Procedures

OPTIONAL PRETEST

1. The most productive source of finding a job is tips from friends and relatives.

   (True of False)

2. Three other sources of employment are classified ads, Civil Service announcements, and the yellow pages.

   (True or False)

3. Two types of employment agencies are public and private.

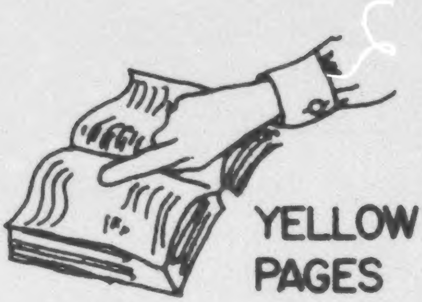
   (True or False)

4. The private employment agency charges a fee for its services.

   (True or False)

SOURCES OF EMPLOYMENT

TIPS FROM FRIENDS AND RELATIVES



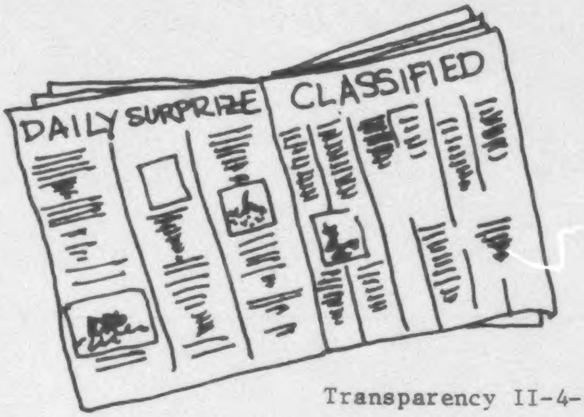
YELLOW PAGES

NEW INDUSTRY COMING!

NEWS STORIES ABOUT NEW INDUSTRIES.

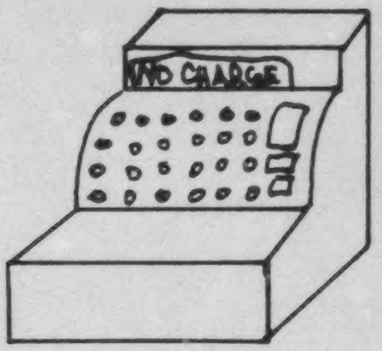
GUIDANCE COUNSELORS

CLASSIFIED ADS

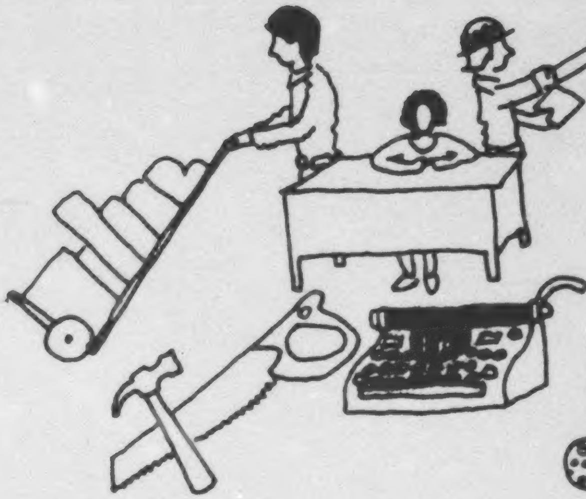

DAILY SURPRIZE
CLASSIFIED

Transparency II-4-2

PUBLIC EMPLOYMENT AGENCIES



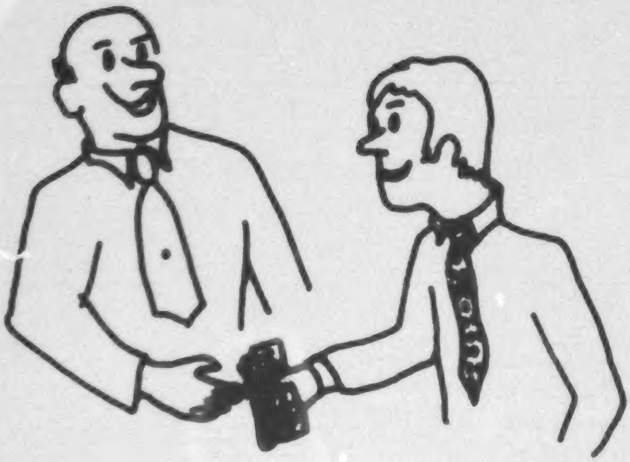
SERVICES ARE FREE



VARIOUS TYPES OF JOBS

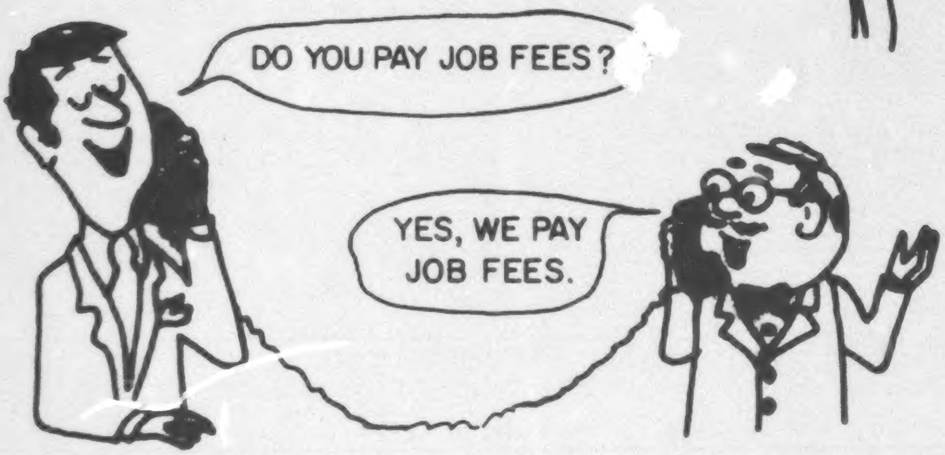
TESTS ARE AVAILABLE FOR DETERMINING THE APPLICANTS' QUALIFICATIONS

PRIVATE EMPLOYMENT AGENCIES



CHARGES FOR SERVICE

VERY SELECTIVE


DO YOU PAY JOB FEES?
YES, WE PAY JOB FEES.

SOME EMPLOYERS PAY JOB FEES

Transparency II-4-4

SUPPLEMENTAL TEACHING MATERIALS FOR IWE GENERALLY RELATED LESSONS

Unit II
Lesson 4

BOOKLETS

Careers in the Oil Industry. American Petroleum Institute, 1271 Avenue of the Americas, New York, New York 10020.

Can I be a Technician? Let's Find Out. General Motors, Public Relations Staff, Detroit, Michigan 48933.

Choosing Your Career. Michigan State Employment Service, 620 Capitol Avenue, Lansing, Michigan 48933.

Finding Part-Time Work. Science Research Association, 259 East Erie Street, Chicago, Illinois 60611.

Getting the Right Job. The Glidden Company, Executive Offices, 900 Union Commerce Building, Cleveland, Ohio 44101 (no cost).

A Guide for Job Seekers. American Management Association, 135 West 50th Street, New York, New York 10020 (no cost).

How to Find a Job. American Technical Society, 848 East 58th Street, Chicago, Illinois 60738, 30¢.

An Important Message for Job Seekers. Michigan State Employment Service, 620 North Capitol Avenue, Lansing, Michigan 48933 (no cost).

Looking for Work - 21 Points to Remember. Michigan State Employment Service, 620 North Capitol Avenue, Lansing, Michigan 48933 (no cost).

The Story of Employment. E. I. DuPont De Nemours and Company, Inc., Publications Division, Public Relations Department, 8070 DuPont Building, Wilmington, Delaware 19898 (no cost).

Want a Job? Michigan State Employment Service, 620 North Capitol Avenue, Lansing, Michigan 48933 (no cost).

FILMS

Finding the Right Job. Shows job lead sources, some of the crucial stages in obtaining a job, what the company has to offer, and how to find the right job. 10 minutes, State.

Planning Your Career. This film shows how a high school boy goes about choosing and planning for his future career. 20 minutes, 1954, State.

Your and Your Work. State.

SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit II
Lesson 4

PHAMPHLETS

Can I Get the Job? Public Relations Staff, General Motors Corporation, Detroit, Michigan 48202.

Steps Toward Employment. C & P Telephone Company, 703 East Grace Street, Richmond, Virginia 23206.

How to Find and Apply for a Job. Helen J. Keily and R. G. Walters, Southwestern Publishing Company, Cincinatti, Ohio 45202.

You and Your Job - Finding It, Getting It and Keeping It. Helen J. Keily and R. G. Walters, Southwestern Publishing Company, Cincinatti, Ohio 45202.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit II
Lesson 5

SUBJECT: Job Application Procedures

OBJECTIVE: The student will be able to fill out a job application form. The student will be able to prepare a list of information to take with him when applying for a job.

TEACHING AIDS: Blackboard, 16 MM projector, opaque projector, overhead projector

MATERIALS: Pretest, letter of application, personal data sheet, job application form, handouts and film: *Aptitudes and Occupations*, 1965, State, transparencies.

REFERENCES: *How to Get the Job*. Science Research Associates, Chicago, Illinois 60600.
You're On Your Way. National Dairy Council, Chicago, Illinois 60600.
Succeeding in the World of Work. McKnight and McKnight, Bloomington, Illinois 61701.

I. PREPARATION (of the learner)

Introduction (Refer to Pretest II-5-1)
Show students an application form.
Refer to Handout II-5-4a and II-5-4b.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. General Information Needed for Completing Application	Show film *Aptitudes and Occupations*
1. Letter of application a. Source of job information b. Why you are applying c. Personal data sheet	Ask: How can a letter of application and a personal data sheet help you get a job?
(1) Name, address, phone number and age (2) Skills (3) Education (4) Previous employment and experience (5) Hobbies and interests	STRESS: Personal data sheet is a separate sheet attached to the letter of application. Include in personal data sheet qualities you do have, not what you don't have. Personal data sheet is also called a résumé.
(6) Extra curricular activities	Refer to Handout II-5-2.
(7) Character references	Handout II-5-3.
d. Request for interview	

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
B. Employer's Application Form	Refer to Job Application form II-5-4a, II-5-4b.
1. Social Security card	
2. Rules to follow in completing form	Ask: What information is needed from the letter of application and personal data sheet?
a. Read all instructions	
b. Print carefully and neatly	
c. Use ink	Refer to Handout II-5-5.
d. Fill in all blanks	
e. Answer all questions	STRESS: Rules to follow in completing job application forms.

III. APPLICATION

A. Have students complete an application form for practice.
B. Have students complete an op-scan type application form.

IV. TEST

A. Have students list all information needed when they go for job interview.
B. Have students fill in an employer's application form.

SUGGESTED ACTIVITIES

A. Have students write a letter of application.
B. Have students collect and compare application forms from local industries.
C. (Optional) Reading: Succeeding in the World of Work. McKnight and McKnight Publishing Company, pp. 38-51.

NEXT LESSON: The Job Interview

PRETEST - POSTTEST

1. Should an application for a job be written in pencil, ink, or completed on a typewriter?

2. What is meant by marital status?

3. How should you sign your application?

4. In what situation should you write a letter of application?

5. What kind of information should be presented on a personal data sheet?

PERSONAL DATA

Personal	Name:	Ann Kiwaski
	Address:	2100 Broad Street, Richmond, Virginia 23200
	Phone:	804-769-1401
	Age:	16
	Height:	5 feet, 5 1/2 inches
	Weight:	112 pounds
	Health:	excellent

Skills
Cash register operator
Floor polisher

Education Freshman at Central High School

Subjects studies
English, 1 year
Math, 1 year
Science, 1 year
Industrial Work Experience, 1 year

Experience One year as cash register operator at Hardee's Restaurant.

Outside interests and hobbies
car racing
music

References

Mr. Ben Jones, Manager, Hardee's Restaurant, 1726 Main Street, Richmond, Virginia 23200.

Mr. Glen Hargrave, Work-Experience Counselor, Central High School, Richmond, Virginia 23200.

Miss Charmaign Douwith, Vocational Instructor, Central Middle School, Richmond, Virginia 23200.

2100 Broad Street
Richmond, Virginia 23200
July 16, 1974

Mr. Theodore McKinney
Personnel Director
McDonald's
1147 Main Street
Richmond, Virginia 23200

Dear Mr. McKinney:

Mr. Glen Hargrave, Work Experience Counselor at Central High School suggested that I contact you about the cash register operator at your restaurant. Please consider me an applicant for that position.

During my freshman year in high school, I participated in work-experience education. My job assignment was as cashier at Hardee's Restaurant where I made use of and improved the skills which I learned in school.

I plan to continue my education next year and hope someday to become a manager. May I have an interview? I shall be glad to call at your convenience. My home telephone is 769-1401.

Your truly,

Ann Kiwaski

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

Date____________________ Social Security Number________________

Name____ Age_________ Sex__________

Last First Middle

Present Address____

Street City State

Permanent Address____

Street City State

Phone____________ Own Home____________ Rent____________ Board____________

Date of birth____________ Height_____ Weight_____ Color of Hair________ Color of Eyes________

Married______ Single_____ Widowed_____ Divorced_______ Separated___________

Number of children__________ Dependents other than wife or children____ Citizen of U.S.A____ Yes______ No______

If related to anyone in our employ, state name and department___________________________ Referred by__________

EMPLOYMENT DESIRED

Position_____________________ Date you can start______ Salary desired_______

Are you employed now?____________ If so, may we inquire of your present employer?______________

Ever applied to this company before?_______ Where________ When______________

EDUCATION	Name and Location of School	Years Attended	Date Graduated	Subjects Studied
Grammar School				
High School				
College				
Trade, Business or Correspondence School				

Subjects of special study or research work_______________________________

What foreign languages do you speak fluently?_____________ Read___ Write____

U.S. Military or Naval service__________ Rank__________ Present membership in National Guard or Reserves_________

Activities other than religious (civic, athletic, fraternal, etc.)_________________________________

Exclude organizations the name or character of which indicated the race, creed, color or national origin of its members.

(CONTINUED ON NEXT PAGE)

FORMER EMPLOYERS List below last four employers, starting with last one first

Date Month and Year	Name and Address of Employer	Salary	Position	Reason for Leaving
From ____				
To ____				
From ____				
To ____				
From ____				
To ____				
From ____				
To ____				

REFERENCES: Give below the names of three presons not related to you, whom you have known at least one year.

Name	Address	Business	Years Acquainted
1.			
2.			
3.			

PHYSICAL RECORD:

List any physical defects ____

Were you ever injured? ____ Give details ____

Have you any defects in hearing? ____ In vision? ____ In speech? ____

In case of emergency notify ____

Name Address Phone Number

I authorize investigation of all statements contained in this application. I understand that misrepresentation or omission of facts called for is cause for dismissal. Further, I understand and agree that my employment is for no definite period and may, regardless of the date of payment of my wages and salary, be terminated at any time without any previous notice.

Date ____ Signature ____

DO NOT WRITE BELOW THIS LINE

Interviewed by ____ Date ____

REMARKS: ____

Neatness ____ Character ____

Personality ____ Ability ____

Hired ____ For Dept. ____ Position ____ Will Report ____ Salary Wages ____

Approved: 1. ____ 2. ____ 3. ____

Employment Manager Department Head General Manager

Handout II-5-4b

RULES TO FOLLOW IN FILLING OUT AN APPLICATION FORM

1. Fill out the application by printing in ink or use a typewriter.
2. Answer every question that applies to you (if a question does not apply, you may write "NA", (meaning not applicable), or draw a line through the space to show that you did not overlook the question).
3. Give your complete address, including zip code.
4. The question on marital status simply means whether you are single, married, separated, divorced, or widowed.
5. Spell correctly (if you are not sure about how to spell a word, try to use another word with the same meaning).
6. The question on place of birth means the city and state in which you were born, not the name of the hospital.
7. A question on job preference or "job for which you are applying" should be answered with a specific job title or type of work. Do not write "anything"; employers expect you to state clearly what kind of work you can do.
8. Try to have in mind all of the schools you have attended and the dates of your attendance (if there are several, it is a good idea to write them down before you apply for a job).
9. Be prepared to list several good references. It is much better to ask permission for those you plan to list. Those considered good references include (a) the pastor of your church, (b) a former employer, (c) a teacher who knows you well, (d) friends who are established in business.
10. When you write or sign your name on the application, use your correct name, not a "nickname". Your first name, middle initial, and last name is usually preferred.
11. Be as neat as possible (the employer expects that your application will be an example of your best work).

SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit II
Lesson 5

BOOKLETS

Go Places, Gal. National Dairy Council, Chicago, Illinois 60600.

Making the Most of Your Job Interview. New York Life Insurance Company, Local Office.

Your Life Style. American Institute of Men's and Boy's Wear, Inc., 1290 Avenue of the Americas, New York, New York 10019.

FILMS

Getting a Job. Shows how a high school boy goes about getting a job which will lead to his ultimate vocational goal. 20 minutes, 1954, State.

Personal Qualities for Job Success. This film shows how students can get a job the right way. 1952, State.

Planning for Success. Bill learns that his failure in track is due to setting higher goals than he is able to fulfill. 11 minutes, 1957, State.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit II
Lesson 6

SUBJECT: The Job Interview

OBJECTIVE: The students will be able to successfully participate in an interview with a potential employer.

TEACHING AIDS: Chalkboard, overhead projector

MATERIALS: Pretest, handouts, transparencies, video tape

REFERENCES: How to Get the Job. Science Research Associates, Chicago Illinois 60600.
Making the Most of Your Job Interview. New York Life Insurance Company, contact local agent.
Succeeding in the World of Work. McKnight and McKnight Publishing Company, 1970, Bloomington, Illinois 61701.

I. PREPARATION (of the learner)

Introduction (Refer to Pretest II-6-1)
Refer to Transparency II-6-2, First impressions are lasting ones.

Role play of humorous interview.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Interview Procedures	STRESS: Why people aren't hired.
1. Prepare for interview.	
2. Know something about the industry.	Refer to Handout II-6-3.
a. Executives	
b. Type of production system	
c. Products	
d. Interviewer's name	
B. Personal Appearance	Refer to Transparency II-6-4.
1. Personal grooming of girls	
2. Personal grooming of boys	STRESS: Appropriate dress for the particular job.
3. Girl's dress	
4. Boy's dress	
	Refer to Handout II-6-5, Personal Appearance of Applicants.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do ro say)
C. The Interview	Refer to Transparencies II-6-6, II-6-7, II-6-8, II-6-9.
1. Be on time	
2. Use good posture	
3. Use normal grip in handshake	STRESS: Points to remember when preparing for or at an interview.
4. Avoid mannerisms	
5. Show spirit and enthusiasm	
6. Talk about your IWE training	Refer to Handout II-6-10, The Job Interview.
7. Show courtesy to all	Refer to Handout II-6-11, Questions Asked During the Interview.
8. Be confident and prepared	
9. Be specific about your abilities	
10. Leave when employer terminates the interview	

III. APPLICATION

A. Have a local businessman put on a mock interview.
B. Have students conduct mock interviews, and have class evaluate.
C. (Optional) Have students prepare and act out skits of interviews on video tape recorder to determine their errors.

IV. TEST

A. Posttest.
B. Have a mock interview with obvious mistakes and ask students to use constructive criticism.

SUGGESTED ACTIVITIES:

A. Have students prepare a survey of employers on questions most frequently asked on interviews.
B. (Optional) Reading: Succeeding in the World of Work, McKnight and McKnight Publishing Company, pp. 52-64.

NEXT LESSON: Employer-Employee Relations

OPTIONAL PRETEST

True or False:

T F 1. When applying for a job, one should dress conservatively.

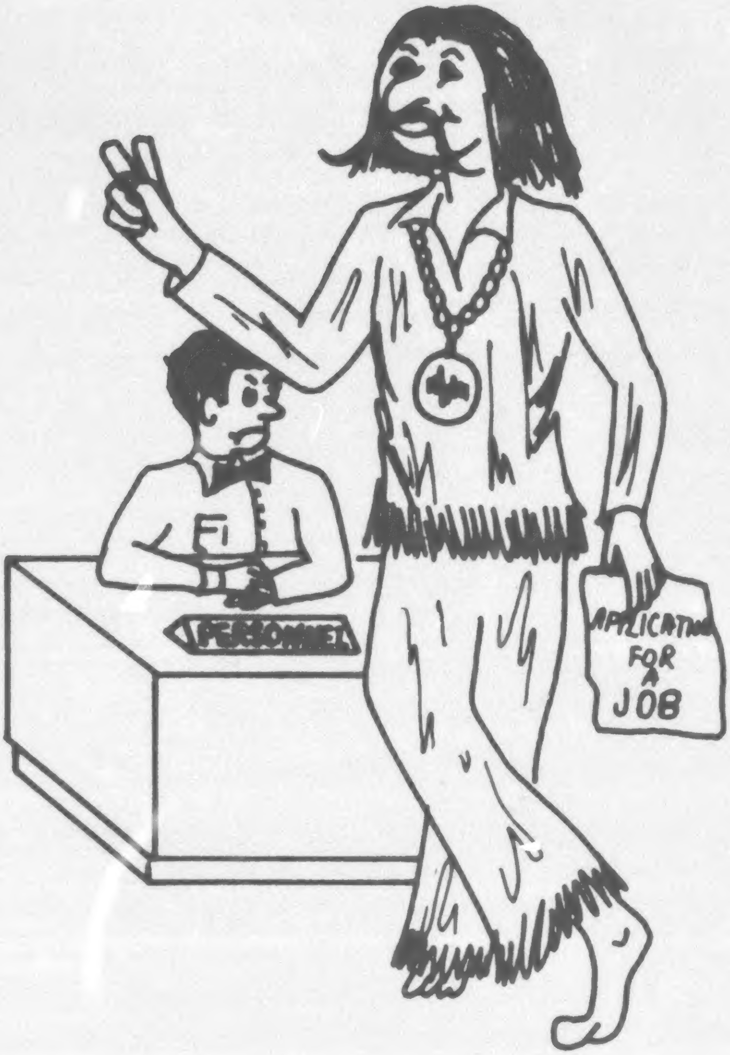
T F 2. One should always know something about the firm when applying for a job.

T F 3. If asked in the interview what type of job you want, the best answer is "just anything".

T F 4. Self-confidence is bad when applying for a job since it makes the applicant appear "too cocky".

T F 5. Some employers give a test during the interview process.

JOB INTERVIEW


PERSONNEL
FI
APPLICATION FOR A JOB

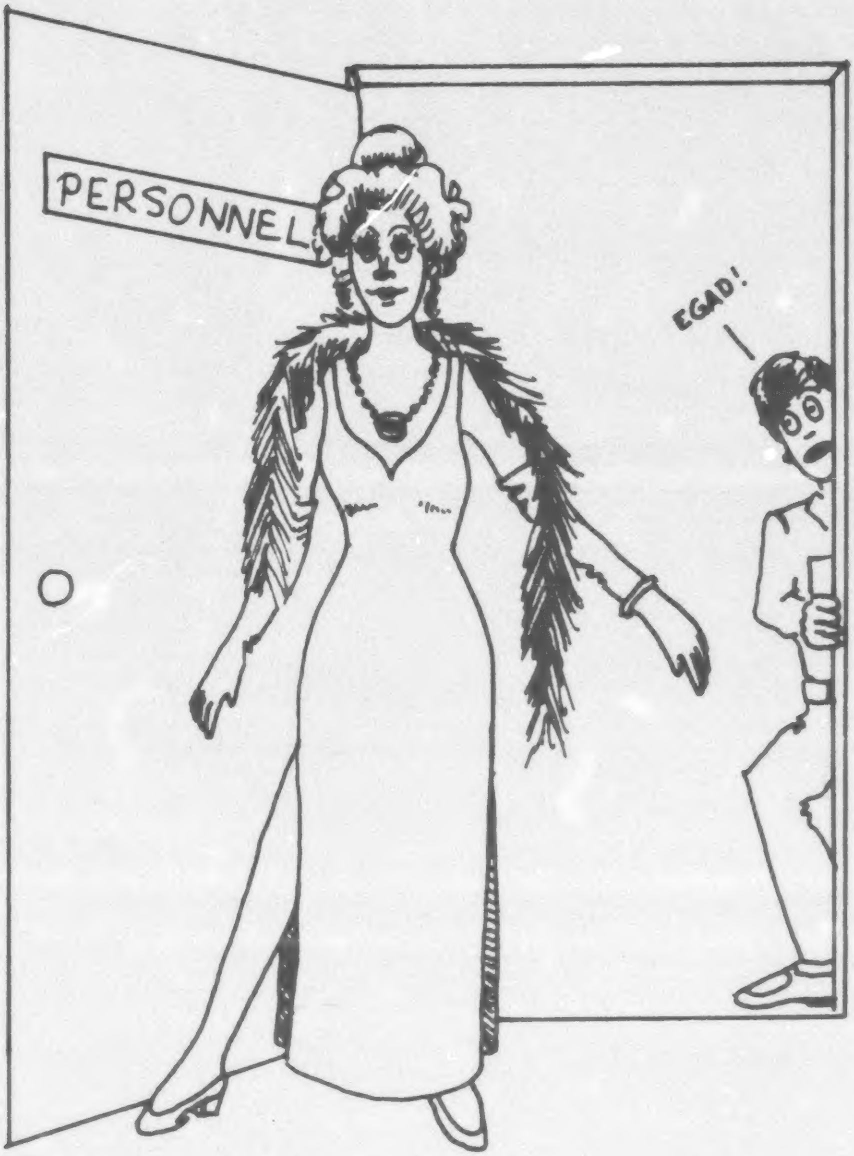
FIRST IMPRESSIONS ARE LASTING ONES

WHY PEOPLE AREN'T HIRED

1. Poor personal appearance.
2. Overbearing - overagressive - conceited "superiority complex" - "know-it-all".
3. Inability to express himself clearly - poor voice, diction, grammar.
4. Lack of planning for career - no purpose and goals.
5. Lack of interest and enthusiasm - passive, indifferent.
6. Lack of confidence and poise - nervousness - ill-at-ease.
7. Failure to participate in activities.
8. Overemphasis on money - interest only in best dollar offer.
9. Poor scholastic record - just got by.
10. Unwilling to start at the bottom - expects too much too soon.
11. Makes excuses - evasiveness - hedges on unfavorable factors in record.
12. Lack of tact.
13. Lack of maturity.
14. Lack of courtesy - ill-mannered.
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislike for school work.
18. Lack of vitality.
19. Fails to look interviewer in the eye.
20. Limp, fishy handshake.
21. Indecision.
22. Loafs during vacations - lakeside pleasures.
23. Unhappy married life.
24. Friction with parents.
25. Sloppy application blank.
26. Merely shopping around.
27. Wants job only for short time.
28. Little sense of humor.
29. Lack of knowledge in field of specialization.
30. Parents make decisions for him.
31. No interest in company or in industry.
32. Emphasis on whom he knows.
33. Unwillingness to go where sent.
34. Cynical.
35. Low moral standards.
36. Lazy.
37. Intolerant - strong prejudices.
38. Narrow interests.
39. Spends much time in movies.
40. Poor handling of personal finances.
41. No interest in community activities.
42. Inability to take criticism.
43. Lack of appreciation of the value of experience.
44. Radical ideas.
45. Late to interview without good reason.
46. Never heard of company.
47. Failure to express appreciation for interviewer's time.
48. Asks no questions about the job.
49. High pressure type.
50. Indefinite response to questions.

Handout II-6-3

JOB INTERVIEW


PERSONNEL
EGAD!

REMEMBER: DRESS FOR A JOB, NOT FOR A PARTY!

Transparency II-6-4

PERSONAL APPEARANCE OF APPLICANTS

A. Personal Grooming

Girls

1. Hair - clean, neat, and suitably styled.
2. Skin - clean.
3. Teeth - clean.
4. Make-up - not too much; suitable for time of day.
5. Nails - clean, not too long, not too highly polished.

Boys

1. Hair - well groomed, clean, acceptable style.
2. Skin - clean.
3. Teeth - clean.
4. Face - cleanly shaven.
5. Nails - clean and well-shaped.

B. Wearing Apparel

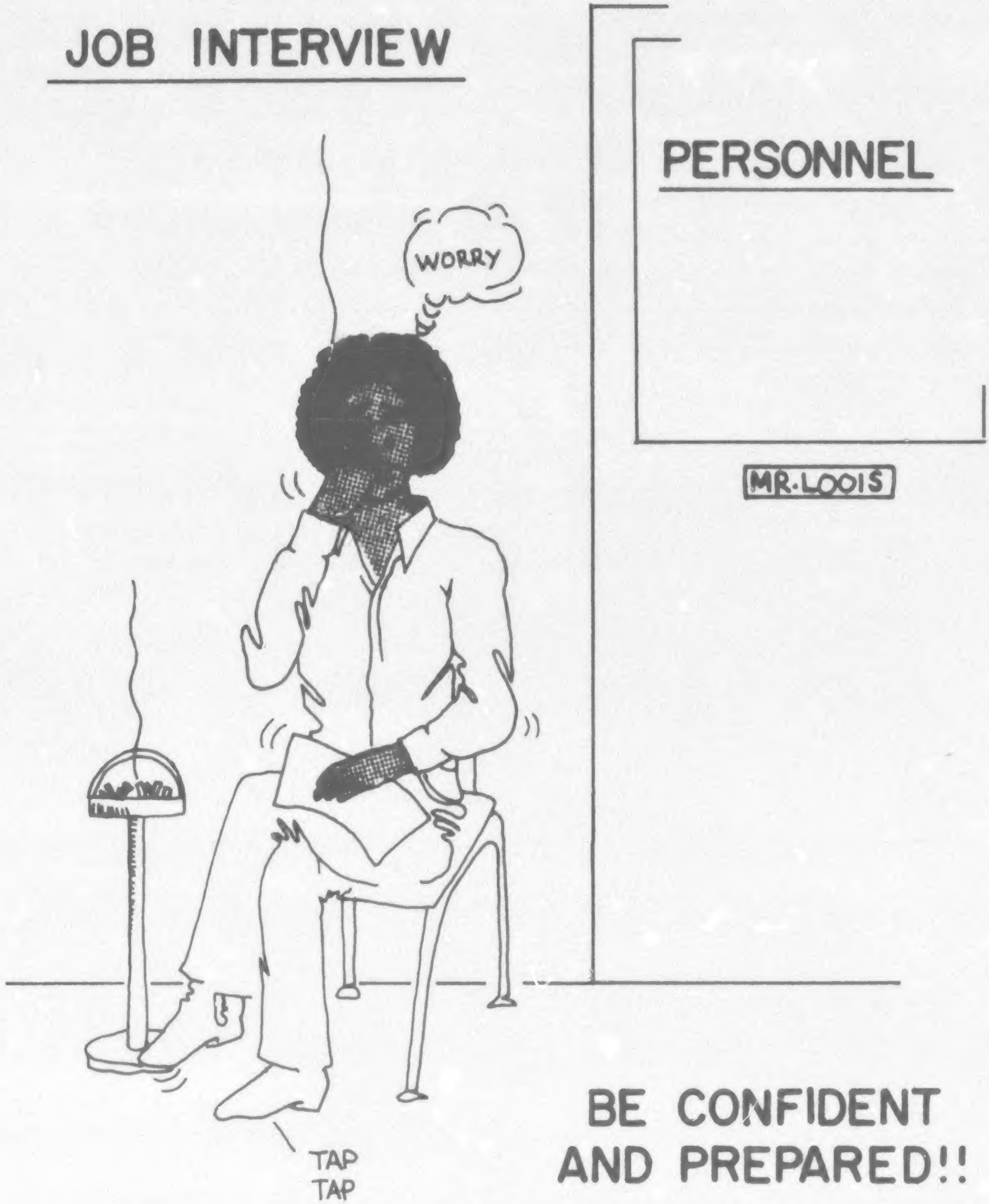
Girls

1. Dress - conservative as to cut and color.
2. Accessories - clean and of a type to enhance appearance.
3. Shoes - clean, polished, and in good condition.
4. Jewelry - appropriate to costume and for work.

Boys

1. Acceptable dress - well pressed suit or sportcoat and slacks.
2. Shirt - clean, well pressed, no frayed collar and cuffs.
3. Tie - clean and well pressed; in harmony with suit.
4. Socks - in harmony with suit and tie; DO NOT GO WITHOUT SOCKS.
5. Shoes - clean, well-polished, in good condition.
6. Jewelry - Acceptable if it does not draw attention. NO MEDALLIONS, BEADS, etc.

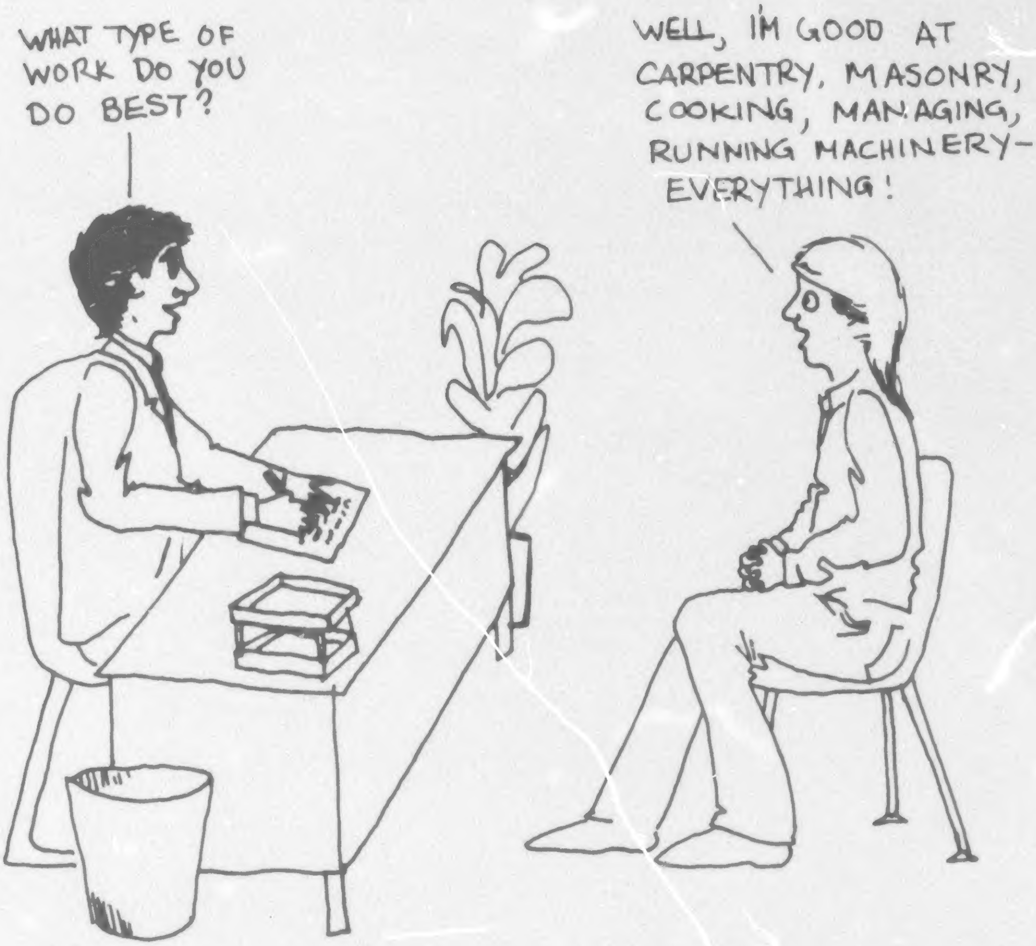
JOB INTERVIEW


WORRY
PERSONNEL
MR. LOOIS
TAP
TAP

BE CONFIDENT
AND PREPARED!!

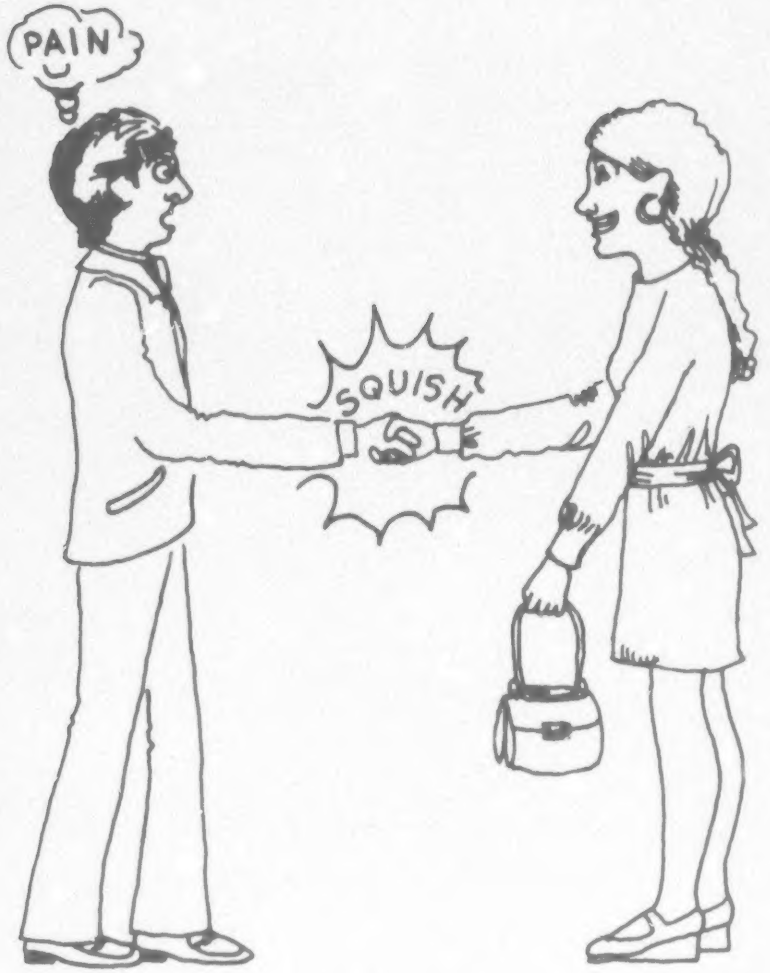
Transparency II-6-6

JOB INTERVIEW


WHAT TYPE OF WORK DO YOU DO BEST?
WELL, I'M GOOD AT CARPENTRY, MASONRY, COOKING, MANAGING, RUNNING MACHINERY- EVERYTHING!

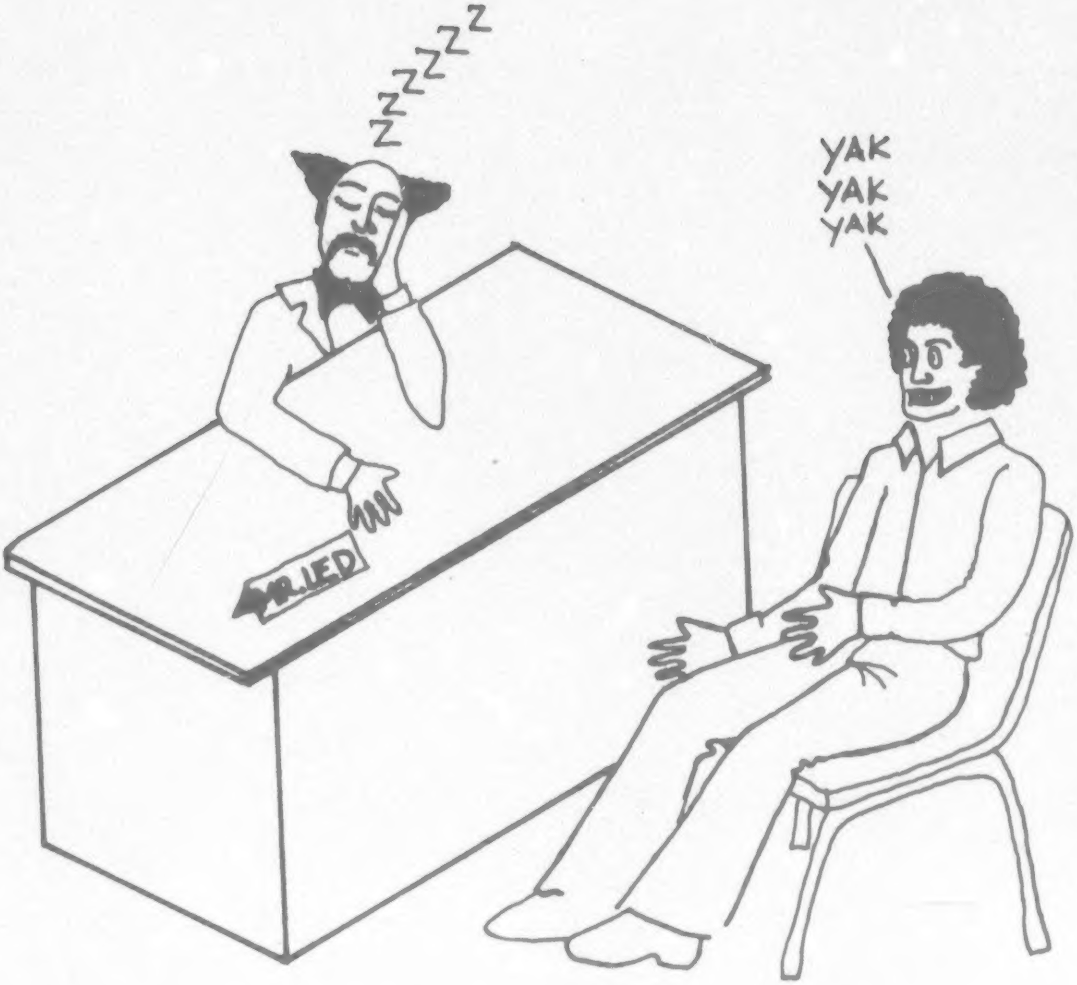
SPECIFY: DON'T BE A JACK OF ALL TRADES.

Transparency II-6-7


PAIN
SQUISH

USE A FIRM HANDSHAKE: BUT DON'T TRY TO PROVE HOW STRONG YOUR GRIP CAN BE!

Transparency II-6-8


ZZZZZZ
YAK
YAK
YAK
MR. LED

LEAVE WHEN THE EMPLOYER ENDS THE INTERVIEW.

Transparency II-6-9

THE JOB INTERVIEW

1. Always go alone.
2. Be on time for your appointment; be 15 minutes early if possible.
3. Do not chew gum or smoke; refuse if either or both is offered.
4. Greet everyone with a smile and a firm handshake.
5. Introduce yourself by your proper name; do not use nicknames or use Miss, Mr., or Mrs.
6. Have completed letter of application, employer's application, and your personal data sheet.
7. Call the employer by his correct given name.
8. Look at the interviewer while talking to him.
9. Answer questions briefly using good grammar and do not use slang. Do not interrupt while interviewer is talking.
10. Be truthful.
11. Sell your qualifications for the job rather than your need for work.
12. Avoid discussing politics or religion if possible, unless it pertains to the job.
13. If you are offered the position, you may ask about the salary, but don't appear interested only in the benefits.
14. Do not fumble with hands or objects in lap.
15. Use good posture at all times.
16. The interviewer will close the interview.
17. Thank him for his time.

QUESTIONS OFTEN ASKED DURING THE INTERVIEW

1. Why would you like to work for this company?
2. Are you looking for permanent or temporary work?
3. What job would you like most?
4. What do you wish to be doing in five years? In ten years?
5. What qualifications do you have for this job?
6. What subjects in school did you like best? Least?
7. Do you prefer working alone or with others?
8. How do you spend your spare time?
9. What magazines do you read?
10. What is your main strength? Your main weakness?
11. What jobs have you had? Why did you leave?
12. What salary do you expect?
13. Do you have any debts?
14. Have you had any serious illnesses?
15. Do you smoke?
16. How do you feel about working overtime?
17. Do you attend school regularly? How many days were you out last year?
18. What grades have you received in your school work?
19. When can you begin work?
20. How did you become interested in this company?

Handout II-6-11

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit II
Lesson 6

BOOKLETS

Manual of Employment Interviewing. Department of the Navy, Administrative Office, Washington, 25, D.C.

Can I Get The Job? General Motors Corporation, Detroit, Michigan 48233, free.

Grooming for the Job. The Mennen Company, Morristown, New Jersey 07960.

FILMS

Getting a Job. Film shows a high school student going about getting a job. It discusses the six major roads to a job, the preparation of a personal data sheet and the interview. 20 minutes, 1954, State.

Good Grooming Wardrobe. How to select clothes to suit individual needs. Importance of style and selection of clothes as well as posture. 14 minutes, 1961, State.

I Want a Job. Although clothing styles of actors are outdated, this film is excellent in describing the job interview. 20 minutes, 1941, State.

IWE - I

UNIT III

EMPLOYER-EMPLOYEE RELATIONS

Lesson 1. Getting Along With Your Employer

Lesson 2. Getting Along With Co-workers

Developed by

Harvey L. Crone

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit III
Lesson 1

SUBJECT: Getting Along With Your Employer

OBJECTIVES: The student will be able to discuss ways of succeeding with an employer. The student will be able to list attitudes and characteristics needed on the job. The student will be able to explain why a company has rules and regulations.

TEACHING AIDS: Overhead projector, movie projector, tape recorder

MATERIALS: Transparencies; film: The Bright Newcomer, 10 minutes, McGraw-Hill Book Company, 330 West 42nd Street, New York, New York; Employer's Rating Sheet (Refer to Handout III-1-1 at the end of this lesson); Tape: "Attitude," by Earl Nightengale.

REFERENCES: Booklets, Your Personality and Your Job, Daniel Snick, and What Your Employers Want, James C. Worthy, both from Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois. Succeeding in the World of Work, Grady Kimbrell and Ben S. Vineyard, McKnight and McKnight Publishing Company, Bloomington, Illinois.

SPEAKER: Invite a speaker from a local industry to speak to the class about employer-employee relations.

I. PREPARATION (of the learner)

A. Relate a case of an employee who has been dismissed and cite the reason.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Know your employer 1. Define "employer"	Ask students to define the term "employer".
2. Explain employer's responsibility a. Customers b. Community c. Employees	In what ways is an employer responsible to: Customer — Produce a good quality of goods at a fair price. Community — Provide jobs and pay taxes. Employees — Fair wages and job security.
	Show Transparency III-1-1.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Know your employer (continued) 3. Define: "Good Human Relations"	Show Transparency III-1-2.
(The Art of getting along with people.)	Draw ideas from group.
a. Why human relations are important. 1. We all live and work with people.	Ask: What information would be helpful for each member to know about the other?
2. Job success and happiness depend on good human relations.	To develop an understanding for the need of human relations between employer and employee.
3. The way I treat others affect their treatment of me.	
B. What an employer looks for. 1. Admit your errors	Hand out: "I want a Worker", III-1-3.
2. Be attentive	Show Transparency III-1-4.
3. Try to please	
4. Regularity and dependability	STRESS: Personal qualities importance.
5. Be agreeable	
6. Temperament	
7. Initiative	
8. Liking your work	
9. Friendliness	
10. Responsibility	
11. Do your job well	
C. The most important factor in job success is attitude.	Play tape: Attitude, by Earl Nightengale.
1. Your employer expects a positive attitude	Discuss success in terms of characteristics.
a. Smile	Refer to Transparency III-1-5.
b. See other person's point of view	
c. Never make excuses	
d. Respect ideas and opinions of others	
e. Never complain	
f. Seldom critizes others	
g. Accept responsibility for mistakes	

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
D. Why a company has rules and regulations 1. How they affect you 2. Why they are important 3. Your protection 4. Safety regulations 5. Necessity in industry	Refer to Transparency III-1-6. Invite a personnel director from a local industry to discuss why a company has rules and regulations. Have students to explain a rule or regulation which they do not agree with at their place of employment. Invite a school principal to explain why a school has rules and regulations.
E. Employee evaluations Why use them? 1. For grades 2. To know where you stand on the job 3. Promotion policies 4. Increase in wages 5. To gain information 6. To discover weaknesses and strengths of the employee 7. To create a communications path for the employer and employee	Refer to Handout III-1-7 at the end of this lesson. Explain the evaluation sheet to the students. Tell them what they will be graded on.

III. APPLICATION (oral reports, panel discussion, demonstrations)

A. Have students discuss a rule or regulation at their place of employment that they disagree with or do not understand.
B. Have students give examples of safety regulations at their places of employment.
C. Use a skit to demonstrate how uncooperative workers affect others on the job.

IV. TEST

A. Test made up by the coordinator (see example at the end of this lesson).
B. Have students list the attitudes and characteristics necessary for job adjustments.
C. Have students rate themselves on the employer rating sheet at the end of this lesson. Refer to Handout II-1-7.

SUGGESTED ACTIVITIES:

A. Have students cite examples of employer-employee conflicts on the job and how they were solved.
B. Have students conduct a survey of personality problems, personnel attitudes, employee morale and report findings to class. (Optional)

NEXT LESSON: Getting Along With Co-Workers

RESPONSIBILITIES of MANAGEMENT

MANAGEMENT SERVES 3 MASTERS

CUSTOMERS

EMPLOYEES

COMMUNITY

THROUGH ITS RESPONSIBILITIES:

DECISION - MAKING

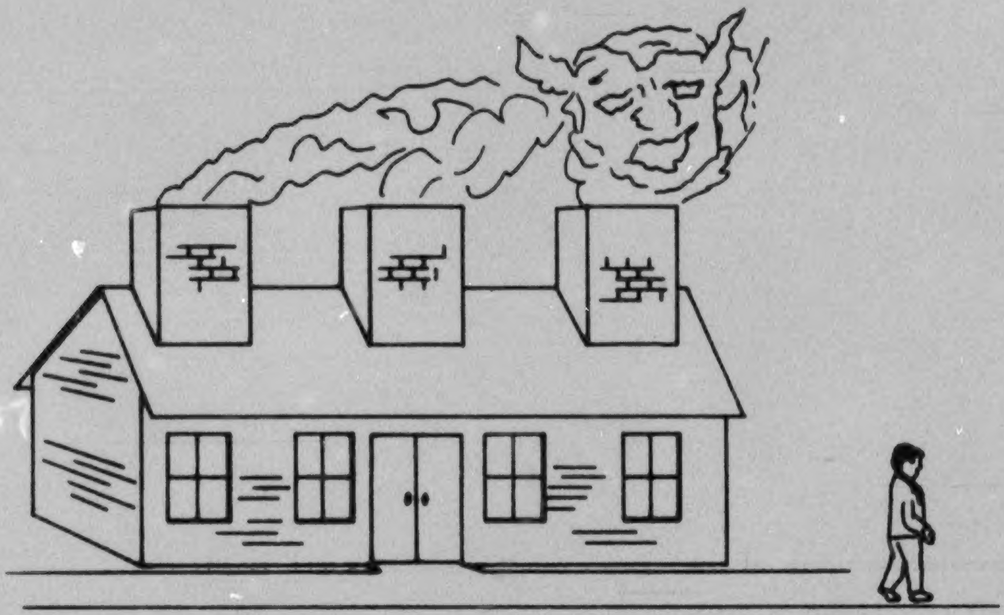
POLICY - SETTING

CONTROLLING

PLANNING

Transparency III-1-3

YOUR EMPLOYER



MAN? BEAST? OR COMPANY?

FOUR FACTS ABOUT YOUR EMPLOYER

1. HE IS HUMAN.
2. IN BUSINESS, HE IS MORE LIKELY TO BE RIGHT.
3. THE BUSINESS IS HIS PERSONAL JOB.
4. HE ACTS AS YOU WOULD IF PUT IN HIS PLACE.

Transparency III-1-2

I WANT A WORKER

Who likes his job.
Who knows his job.
Who keeps himself physically fit.
What wants to do a day's work for a day's pay.
Who wants to get ahead.
Who is always on the job unless excused.
Who is cheerful--not sullen.
Who works safely--with due consideration for himself
and his fellow workers.
Who gets a bang out of a job well done.
Who tries to avoid waste and cut costs.
Who looks for a better way to do the job.
Who tells the truth; who is sincere.
Who gripes little and looks forward.
Who keeps a spirit of team work.
Who asks questions when he needs help.
Who is willing to face his personal problems squarely.
Who tries to put himself in my place now and then.
Who feels that his job is a privilege - not a right.

I WOULD GIVE A WORKER LIKE THAT

MY BEST!

YOU WOULD TOO!

HOW TO SUCCEED WITH YOUR BOSS

ADMIT YOUR ERRORS

BE ATTENTIVE

TRY TO PLEASE

REGULARITY AND DEPENDABILITY

BE AGREEABLE ____

TEMPERAMENT

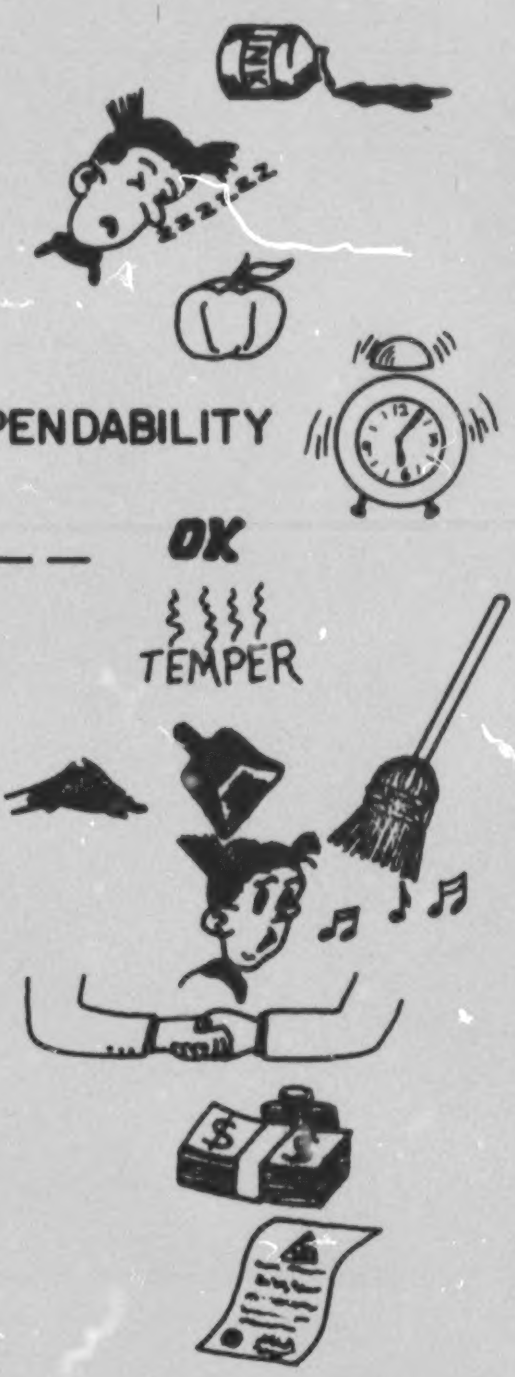
INITIATIVE

LIKING YOUR WORK

FRIENDLINESS

RESPONSIBILITY

DO YOUR JOB WELL

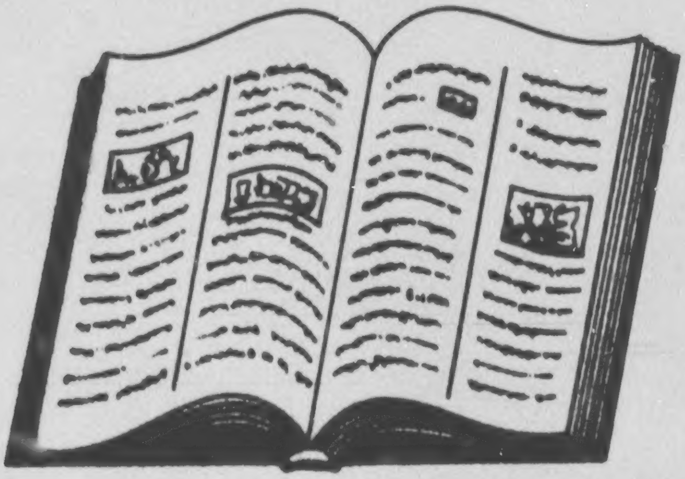


SUCCESS DEPENDS ON YOUR CHARACTERISTICS

- COOPERATION
- HONESTY
- INTEREST
- LOYALTY
- PATIENCE
- AMBITION
- NEATNESS
- ENTHUSIASM
- POLITENESS
- RESPONSIBILITY
- PERSEVERANCE
- DEPENDABILITY
- GOOD MEMORY
- WILLINGNESS TO LEARN
- RESPECT FOR AUTHORITY
- PERSONAL CLEANLINESS

Transparency III-1-5

RULE AND SAFETY BOOK



SAFETY IS PART OF THE JOB

DON'T MAKE A FOOL OF YOURSELF

OBSERVE ALL RULES

BE COOPERATIVE

Transparency III-1-6

EMPLOYEE EVALUATION SHEET

Date____________________

Progress Report of ______________________ in ______________________
Student Training Agency

Directions: Read over each line carefully. Place a check mark over phrase which describes the student most accurately. Make only one mark on each line, and be sure to mark every line.

1. Makes an excellent appearance.	Usually neat and appropriate in appearance.	Sometimes neglects appearance.	Should improve appearance.
2. Personality is outstanding.	Has a pleasing personality.	Personality is unimpressive.	Does not get along well with others.
3. Usually enthusiastic about work.	Shows interest in work most of time.	Interested only in certain phases of job.	Should show more interest in work.
4. Goes out of the way to cooperate.	Is usually cooperative.	Helps only when asked.	Does not work well with others.
5. Reliable in following directions.	Usually follows directions well.	Sometimes careless in following directions.	Cannot always be relied upon to follow directions.
6. Recognizes work to be done and does it without direction.	Sometimes goes ahead in work not assigned.	Performs regular routine duties only.	Seldom seeks work beyond regular routine duties.
7. Wise in actions and in making decisions.	Usually shows sound judgment.	Sometimes shows lack of judgment or discretion.	Lacks ability to make sound decisions.
8. Has perfect attendance.	Occasionally absent but with good excuse and advance notification.	Occasionally absent without good excuse or notification.	Frequently absent.
9. Always on time.	Occasionally late but with good excuse.	Occasionally late without good excuse.	Frequently late.
10. Is outstanding in production.	Exceeds average production.	Is average in production.	Should produce better.

Consider quantity and quality in checking production above.

Handout III-1-7

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit III
Lesson 2

SUBJECT: Getting Along with Co-Workers

OBJECTIVES: The student will list methods of getting along with co-workers.

TEACHING AIDS: Blacksboard, handouts, movie projector (16 MM), tape recorder, overhead projector, transparencies.

MATERIALS: Film, Personal Qualities for Job Success, State Film Laboratory.

REFERENCES: Booklet, Getting Along With Others, by Gilbert Wren, Science Research Associates, Inc., 57 Grand Avenue, Chicago, Illinois.

I. PREPARATION (of the learner)

A. Cite case of an employee who has been dismissed for not being able to get along with co-workers.
B. Have students take the Personality Inventory test at the end of this lesson. Refer to Handout III-2-1a, III-2-1b.
C. Have students read the Personality Chart at the end of this lesson. They can see if they are on the positive or negative side. Refer to Handout III-2-2.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. People are not square, they are many-sided. 1. Interests 2. Aptitudes 3. Emotions 4. Morals 5. Ideals 6. Beliefs 7. Ability 8. Attitudes 9. Intelligence 10. Self confidence 11. Friendliness	STRESS: How important is it to get along with your fellow workers? Transparency III-2-3. Ask: Do you think it is necessary to get along with your fellow workers? Defend your position. What happens to company morale when co-workers do not get along on the job? Refer to Transparency III-2-4.
B. Employees act because of needs. 1. Need to be alive and stay alive 2. Need to feel safe 3. Need to be social 4. Need to feel worthy & respected 5. Need to do the work we like	Play tape, Attitude, by Earl Nightengale. Show film, Personal Qualities for Job Success. Discuss the Personality Inventory Test.

III. APPLICATION

A. Have students tell of their conflicts with co-workers and how they solved them.
B. Have students make a list of individual characteristics they consider most important in working with others.
C. Let class discover weak points in student skits, demonstrating poor cooperation with co-workers.

IV. TEST

A. List why it is important that you get along with co-workers?
B. List ways of getting along with co-workers.
C. Pass out case of Sour Sue (refer to Handout III-2-5) at the end of this lesson. Have students solve this case.

SUGGESTED ACTIVITIES:

A. Invite a Supervisor to talk to the class about employee cooperation.
B. Reading: Succeeding in the World of Work, Chapter 4, pp. 79-82.
C. Reading: Getting Along with Others, Booklet.

PERSONALITY INVENTORY

Here are twenty traits without which, though you may have ability, brains, skill and information, you can hardly expect to succeed in competition with other people. Read over each statement carefully and then rate yourself as follows on each:

A - Excellent B - Good C - Fair or Average D - Poor

____ 1. IS SOCIABLE: Smiles a great deal; gets along with people; and has a keen sense of humor.

____ 2. IS COURTEOUS: Is considerate of other people; gives extra service; and says "please" and "thank you".

____ 3. SPEAKS EFFECTIVELY: Expresses ideas clearly and convincingly, and speaks distinctly.

____ 4. IS COOPERATIVE: Helps fellow workers and customers; is willing to assume responsibility; and works for the organization.

____ 5. SHOWS INITIATIVE: Makes the best use of time; thinks up new ideas; and makes suggestions for improvement.

____ 6. IS AMBITIOUS: Wants the business to succeed; wants to see others succeed and is a "doer", not a "dreamer".

____ 7. IS TACTFUL: Says the right thing at the right time; does not argue; and makes the other fellow feel he is doing things his way.

____ 8. IS ENTHUSIASTIC: Is not afraid of hard work; likes people; and does his job as if he owned the business.

____ 9. IS CONSIDERATE: Makes an effort to see the other fellow's point of view; and is always on the alert to help others.

____10. IS ORDERLY: Systematizes his work; keeps things in their proper place; and is a clean storekeeper.

____11. IS HONEST: Is held in highest confidence; takes responsibility for his own errors and avoids temptation, bad companions and bad personal habits.

____12. IS DEPENDABLE: Is always on the job; observes company policies and procedures; and does what he is told to do.

____13. HAS SELF CONFIDENCE: Believes he can and will succeed; does not know it all; and never alibis.

____14. IS LOYAL: Believes in the company for which he works; knows people who are qualified will be advanced; and observes company policies.

Handout III-2-1a

____15. IS INTELLIGENT: Knows what he is doing; knows his facts and makes an effort to learn new methods.

____16. IS ADAPTABLE: Makes adjustments easily; welcomes changes; and judges new ideas on merit rather than by prejudice.

____17. HAS A GOOD MEMORY: Remembers and can associate names and faces; and discards non-essentials.

____18. IS ECONOMICAL: Saves time and effort by being efficient; watches use of supplies, equipment, etc. that are costly; and saves his own money as well as money for his employer.

____19. USES JUDGMENT: Bases judgment on facts; makes decisions on merit; and is noted for sound judgment.

____20. HAS PERSISTENCE AND PATIENCE: Does not lose patience easily; tries again and again and is not easily discouraged.

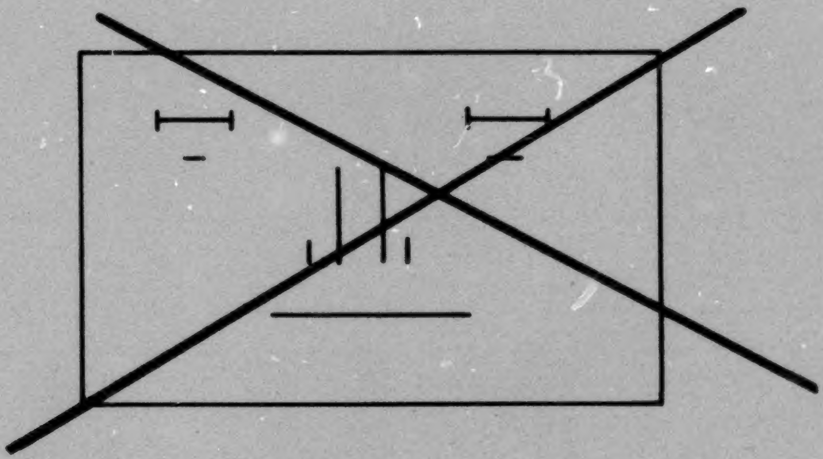
Handout III-2-1b

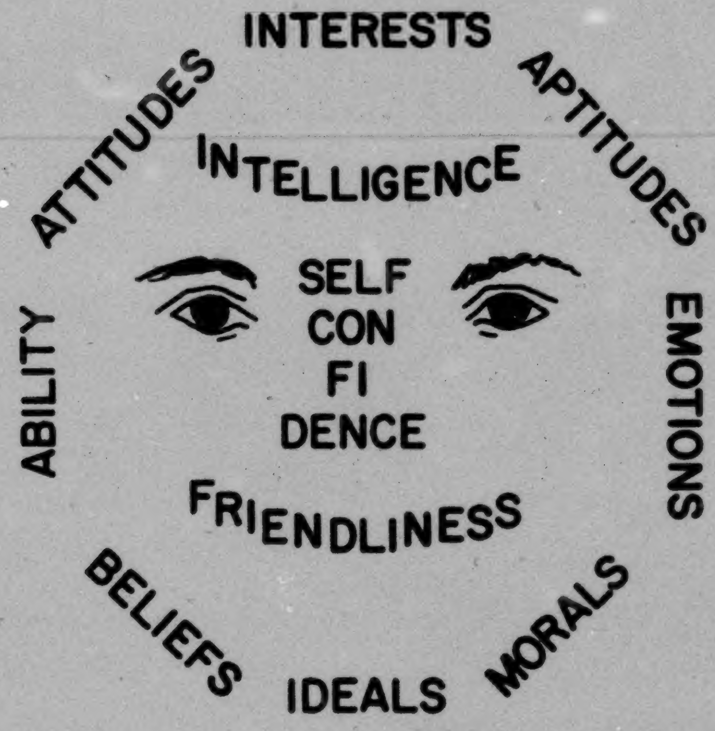
PERSONALITY CHART

If you can work on just one or two areas so that your behavior shows a desirable, positive attitude instead of a negative attitude, the behavior of others toward you will change. People will like you better, and you will like them better. Study the chart below and see where you fit in.

	POSITIVE ATTITUDE		NEGATIVE ATTITUDE
1.	Smiles easily.	1.	Rarely smiles.
2.	Willing to change his ideas, dress and behavior when appropriate.	2.	Unwilling to change.
3.	Able to see other person's viewpoint.	3.	Unable to see the other person's point of view.
4.	Almost never complains.	4.	Complains about nearly everything.
5.	Accepts responsibility for mistakes.	5.	Blames others for own mistakes.
6.	Seldom criticizes others.	6.	Very critical of others.
7.	Considers what is good for or helpful to others.	7.	Thinks only of himself. "What's in it for me?"
8.	Respects the ideas and opinions of others.	8.	Tries to force his ideas and opinions on others.
9.	Never makes excuses.	9.	Always makes excuses.
10.	Has a variety of interests.	10.	Few interests, is often bored.

PEOPLE ARE NOT SQUARES
THEY ARE MANY-SIDED





INTERESTS

APTITUDES

EMOTIONS

MORALS

IDEALS

BELIEFS

ABILITY

ATTITUDES

INTELLIGENCE

SELF
CON
FI
DENCE

FRIENDLINESS

Transparency III-2-3

EMPLOYEES ACT BECAUSE OF *NEEDS*

FIVE BASIC NEEDS:

1. NEED TO BE ALIVE AND STAY ALIVE

2. NEED TO FEEL SAFE

3. NEED TO BE SOCIAL

4. NEED TO FEEL WORTHY AND RESPECTED

5. NEED TO DO THE WORK WE LIKE

Transparency III-2-4

SOUR SUE

Sue, 18, is an attractive waitress in a restaurant known for its fine food and excellent service. She seldom makes mistakes on customers' checks and the arithmetic is always right. Sour Sue has a problem -- she does not smile easily. She does not seem happy. Furthermore her co-workers have trouble working with her. Sometimes there are arguments in front of the customers. This has caused customers to avoid her whenever possible. The manager has decided to fire Sue even though she was a good worker and very efficient. What could she have done to save her job?

Handout III-2-5

SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit III
Lessons 1 and 2

BOOKS

Andrews, Margaret, About Him. Gregg Division, McGraw-Hill, 330 West 42nd Street, New York, New York 10001.

Bailard, Strang, Ways to Improve Your Personality. McGraw-Hill, 330 West 42nd Street, New York, New York 10001.

Stefflre, Donald L. Polishing Your Personality. Keystone Education Press, New York, New York 10001.

BOOKLETS

A Collection of Important Questions and Answers to Everyone. National Research Bureau, 424 North Third Street, Burlington, Iowa, 52601.

What is Honesty? Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

How to Make People Like You. National Research Bureau, Inc., 424 North Third Street, Burlington, Iowa, 52601, 20¢.

Understanding Yourself. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611, 65¢.

Your Attitude is Showing. Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

FILMS

Effective Criticism. Concerned with skill of taking and giving criticism. 10 minutes, State Film Laboratory.

Improve Your Personality. Shows how personality is developed and controlled. 10 minutes, State Film Laboratory.

Control Your Emotions. Nature endows us at birth with three general patterns of emotional responses—rage, fear, love. 13 1/2 minutes, State Film Laboratory.

By Jupiter. Film on human relations, 27 minutes, State Film Laboratory.

Your Job-Filling In. Challenges the employee to work to the best of his abilities, 16 minutes, State Film Library.

Your Job - You and Your Boss. Relates the Relationship between worker and boss as seen from both points of view, 16 minutes, State Film Library.

IWE - I

UNIT IV

LEARNING CAN BE EASY

Lesson 1. How We Learn

Lesson 2. Tools Used in Studying

Lesson 3. Tips to Improve Studying

Lesson 4. Being Active in Class Discussion

Lesson 5. Taking Tests

Developed by

John B. Moore

and

William G. Wyatt

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit IV
Lesson 1

SUBJECT: How We Learn

OBJECTIVE: The student will be able to discuss the various factors influencing learning.

TEACHING AIDS: Overhead projector, 16 MM projector, and games

MATERIALS: Transparencies and handouts

REFERENCES: How to Study, Thomas F. Staton, distributed by author, Montgomery, Alabama.
Learning Discussion Skills Through Games, Stanford and Stanford, Citation Press, New York, New York.

I. PREPARATION (of the learner)

A skilled mechanic makes the repair of an automobile look simple. Watch a good draftsman — an electrician wiring a house, for example. He works easily and quickly, and seems to enjoy his work. This is true of any good worker at his job.

Right now your work is studying and learning, and your main job is being a student. As with every job, there are efficient and inefficent ways of getting the work done. Watch a good student at work and you will discover that he proceeds easily and quickly. He knows what has to be done and he knows how to do it with the least possible strain.

This lesson is about how we learn. You will need to know this information in order to be an efficient student and proceed further in the unit.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Motivation	Refer to Transparency IV-1-1.
1. Definition	
2. Importance of motivation	
3. How to become motivated	
B. Concentration	Refer to Transparency IV-1-2.
1. Definition	
2. Attention	
3. Motivation and concentration	
4. Aids to concentration	
a. Physical surroundings	
b. Study when studying	

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. Reaction	Refer to Transparency IV-1-3.
1. Definition	
2. Reaction and learning	
3. Promoting reaction	
a. Taking notes	
b. Restating material in own words	
c. Anticipation of material to be learned	
D. Organization	Have students to play murder game.
1. Definition	
2. How to become organized	
a. Get the general picture	Refer to Transparency IV-1-4.
b. Get details	
E. Comprehension	Refer to Transparency IV-1-5.
1. Definition	
2. Skills required for comprehension	
a. Motivation	
b. Organization	
c. Reaction	
F. Repetition	Refer to Transparency IV-1-6.
1. Definition	
2. Repetition and learning	
3. Review and repetition	
G. Use of our five senses	Refer to Transparency IV-1-7.
1. Sight	
2. Hearing	
3. Touch	
4. Taste	
5. Smell	

III. APPLICATION

Have students discuss the factors which help a student to learn. Have them also discuss how the material in this unit may be used to help them become better students.

IV. TEST

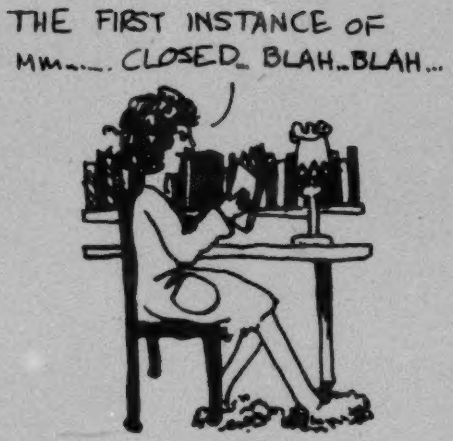
The student will identify the six factors which help learning to take place, identify the five senses we have that help us to learn (in a test situation).

SUGGESTED ACTIVITIES:

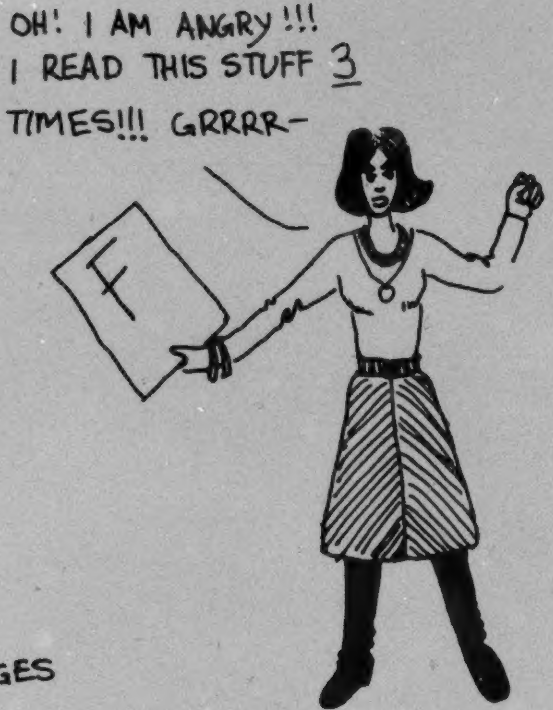
1. Have students participate in excercises dealing with each of the six factors which help learning take place.
2. Have students participate in games that stress organization of material.

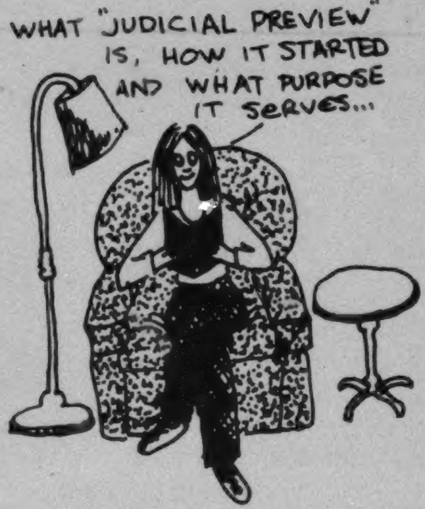
NEXT LESSON: Tools Used in Studying

WHICH IS YOU?

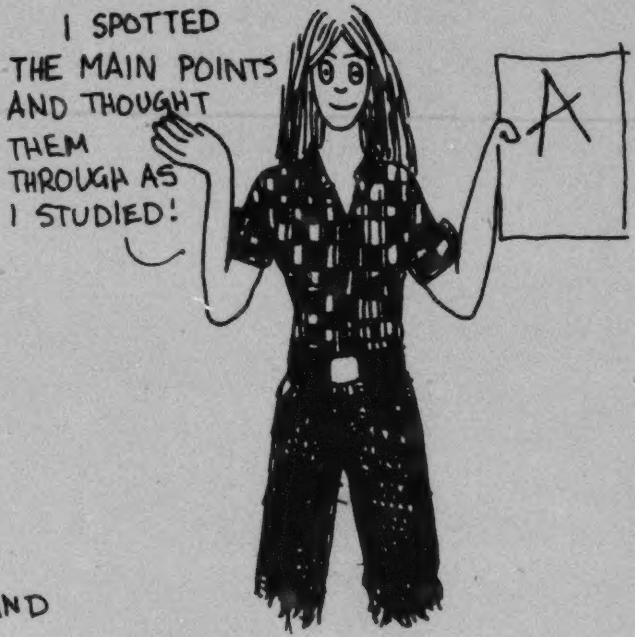

THE FIRST INSTANCE OF MM.... CLOSED.. BLAH..BLAH...

OBJECTIVE: TO COVER PAGES

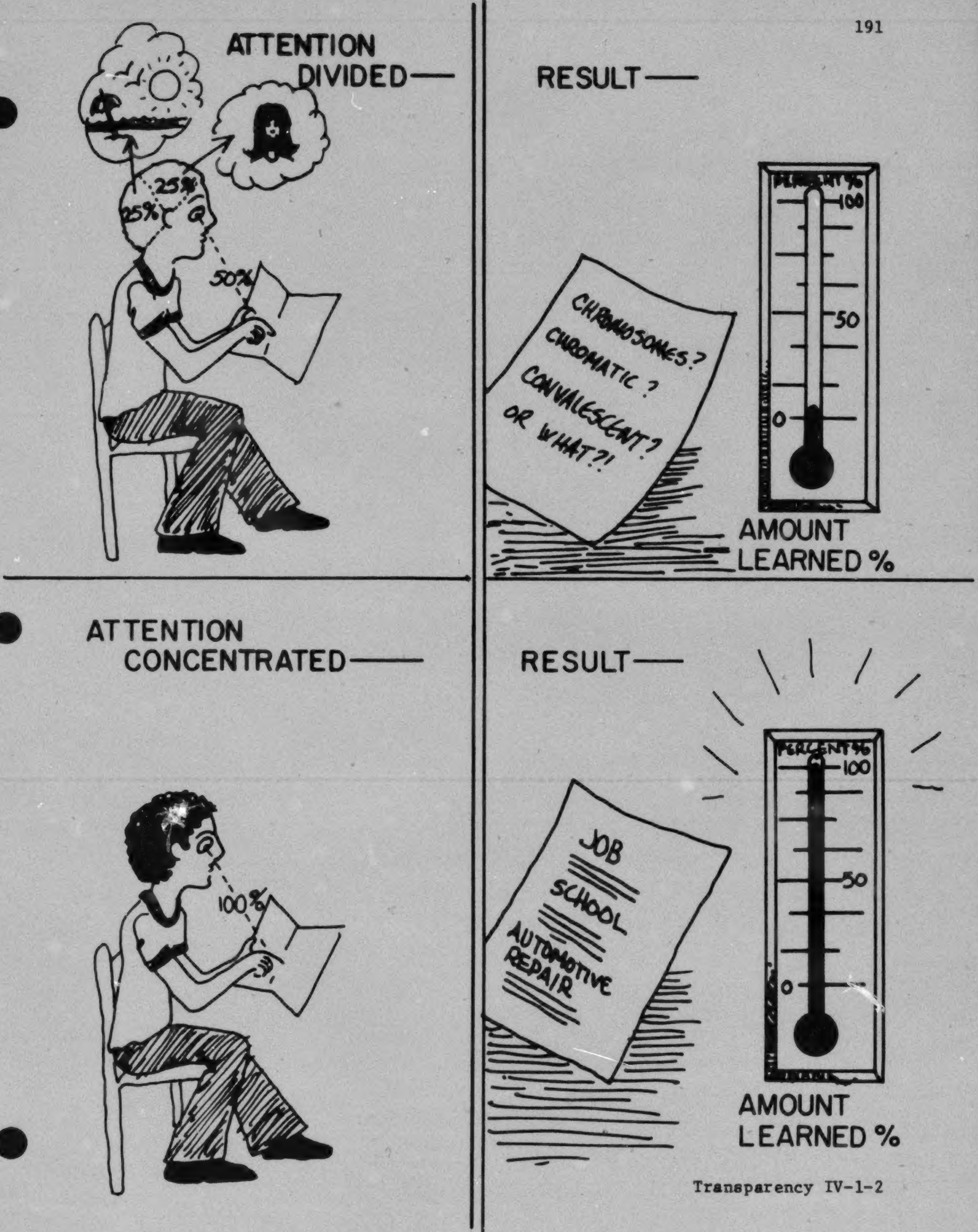

OH! I AM ANGRY!!! I READ THIS STUFF 3 TIMES!!! GRRRR-
F


WHAT "JUDICIAL PREVIEW" IS, HOW IT STARTED AND WHAT PURPOSE IT SERVES...

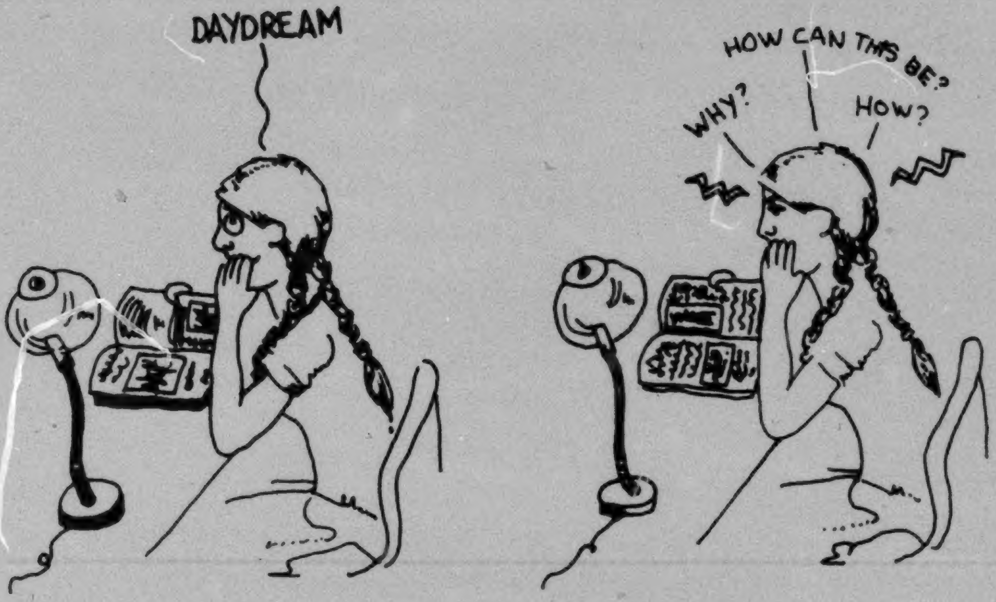
OBJECTIVE: TO UNDERSTAND


I SPOTTED THE MAIN POINTS AND THOUGHT THEM THROUGH AS I STUDIED!
A

Transparency IV-1-1


ATTENTION DIVIDED——
25%
25%
50%
RESULT——
CHROMOSOMES?
CHROMATIC?
CONVALESCENT?
OR WHAT?!
PERCENT %
100
50
0
AMOUNT LEARNED %
ATTENTION CONCENTRATED——
100%
RESULT——
JOB
SCHOOL
AUTOMOTIVE REPAIR
PERCENT %
100
50
0
AMOUNT LEARNED %

Transparency IV-1-2


DAYDREAM
HOW CAN THIS BE?
WHY?
HOW?

NOT THIS... BUT, THIS!

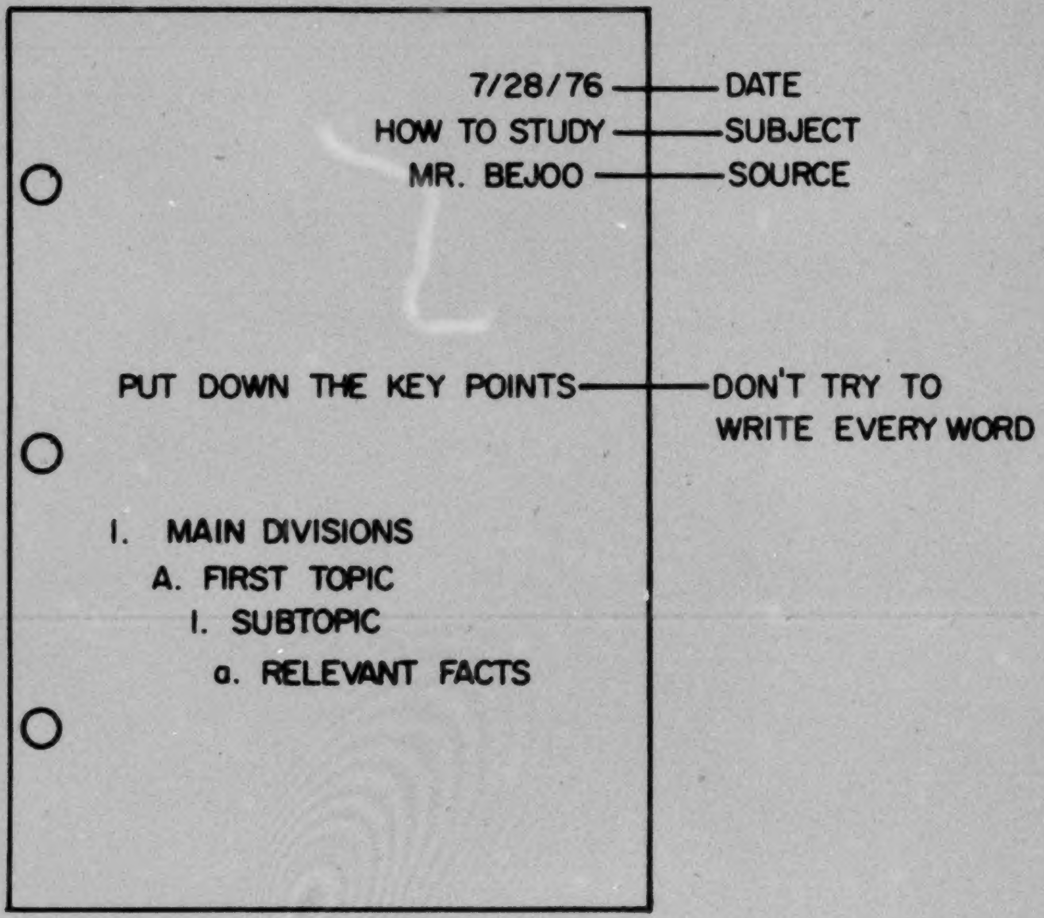
REACTION LEADS TO LEARNING

Transparency IV-1-3

USE OUTLINE FORM

USE SYMBOLS

ASK QUESTIONS



7/28/76 — DATE

HOW TO STUDY — SUBJECT

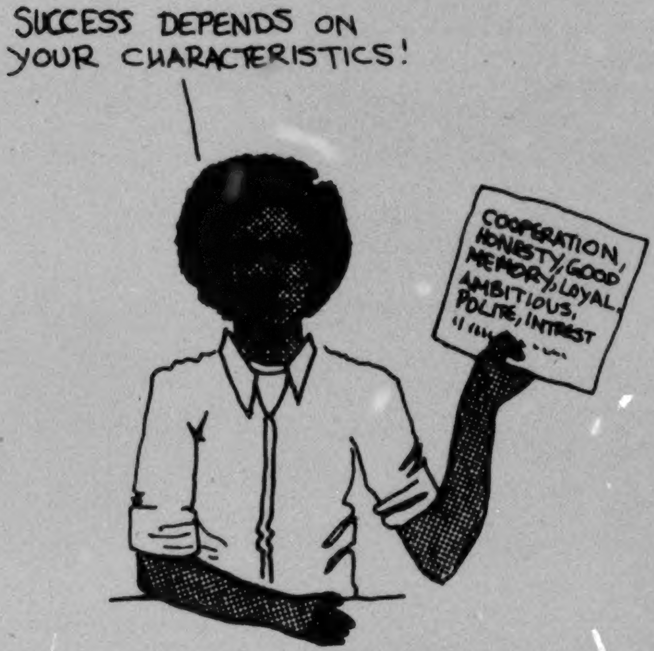
MR. BEJOO — SOURCE

PUT DOWN THE KEY POINTS — DON'T TRY TO WRITE EVERY WORD

I. MAIN DIVISIONS
  A. FIRST TOPIC
    1. SUBTOPIC
      a. RELEVANT FACTS

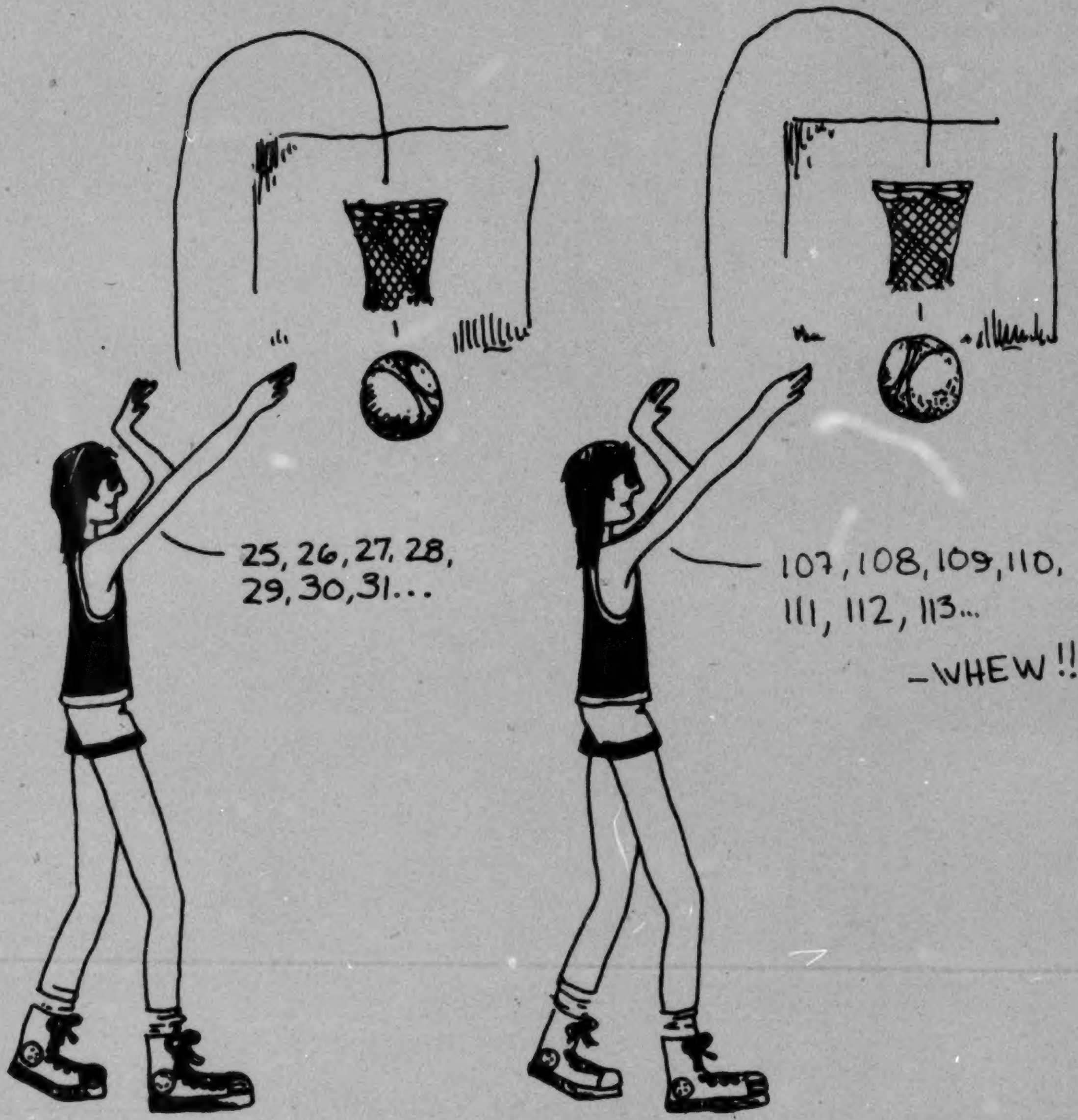
Transparency IV-1-4

GET THE MEANING...


SUCCESS DEPENDS ON YOUR CHARACTERISTICS!
COOPERATION, HONESTY, GOOD MEMORY, LOYAL, AMBITIOUS, POLITE, INTREST

NOT JUST THE WORDS!

Transparency IV-1-5


25, 26, 27. 28,
29, 30, 31...
107, 108, 109, 110,
111, 112, 113...
-WHEW!!

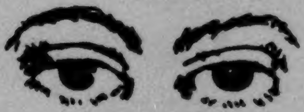
REPETITION!

Transparency IV-1-6

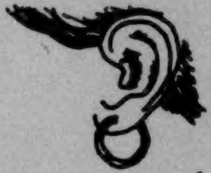
HOW DO WE LEARN ?

BY USING OUR 5 SENSES

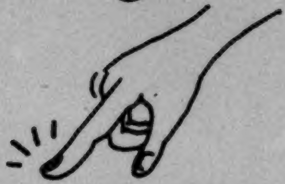
1. SIGHT



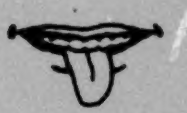
2. HEARING



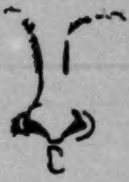
3. TOUCH



4. TASTE



5. SMELL



Transparency IV-1-7

SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit IV
Lesson 1

BOOKS

Tips on How to Study. Delmar Publishers, Inc., Albany, New York 12207.

BOOKLETS

How to Study. American Guidance Service, Inc., 770 Washington, S.W., Minneapolis, Minnesota 55401.

How to Study. Channing L. Bete Company, Inc., Greenfield, Massachusetts, 01301, 1965.

Staton, Thomas F., How to Study, Distributed by author, P.O. Box 6133, Montgomery, Alabama 36106, 1968.

Stanford and Stanford. Learning Discussion Skills Through Games, Citation Press, New York, New York.

Your Study Skills. Comet Building, Chicago, Illinois 60607.

FILM

How to Study. This film is for students who have bad study habits and want to improve them. 11 minutes, 1963, color, State.

Improving Study Habits. Covers skills that consitute the first steps in the learning process such as (a) listening, (b) reading, (c) note taking, (d) preparation of written reports. 14 minutes, 1965, State.

TRANSPARENCIES

How to Study. Set of 15 transparencies, booklet, binder, etc. Channing L. Bete Company, Inc., 45 Federal Street, Greenfield, Massachusetts, 01301. Coordinator can make his own transparencies.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit IV
Lesson 2

SUBJECT: Tools Used in Studying

OBJECTIVES: Each student will be able to: (1) Take better notes, (2) Summarize accurately, and (3) Listen effectively.

TEACHING AIDS: Overhead projector, 16 MM projector

MATERIALS: Transparencies and handouts

REFERENCES: How to Study, Thomas F. Staton, Distributed by author, Montgomery, Alabama.
How to Study, Channing L. Bete Company, Greenfield, Massachusetts, 01301.
How to Study. Science Research Associates, 259 East Erie Street, Chicago, Illinois 60611.

I. PREPARATION (of the learner)

In the previous unit we considered the six factors which encourage learning and the uses of our five senses. In this unit we will look at some devices you can use to increase your learning efficiency in classroom and study situations. These might be called tools to assist you in applying the six factors involved in the learning process.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Notetaking	Refer to Transparency IV-2-1.
1. Personal diary	
a. Helps you concentrate	
b. Uses three senses	
(1) Hearing	
(2) Touch	
(3) Sight	
c. Aid to recall when receiving	
2. Personal system	Expand on the senses and their relation to the retention of knowledge.
a. Abbreviate	
b. Symbolize	
c. Show importance by size	
d. Outline	Refer to Handout IV-2-2.
e. Write with phrases	

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Notetaking (continued)	
3. How to listen	Refer to Transparency IV-2-3.
a. Tune-in	
b. Question	
c. Listen	
d. Review	
4. Class note-taking	Have students list on the board the correct procedure for listening and taking notes.
a. Keep alert	
b. Pay attention	
c. Write down key words, clues, etc.	
d. Listen	Refer to Handout IV-2-4.
5. Reference note-taking	
a. Get overview of the material	
b. Glance at chapter headings	
c. Read summary paragraphs	
d. Notice key points	
e. Read with a purpose	
f. Understand the material before continuing	
g. Outline	
h. Summarize to yourself	
i. Review by recall	
6. Completion of notes Seek clarification from:	Give example of how to do.
a. Lecturer	
b. Students	
c. Textbook	
d. Library	
7. Summarizing	Have students summarize material from a page found in one of their textbooks.
a. A review of the facts and concepts	
b. Not helpful when dealing with highly complicated and complex material	
c. Use of marginal notes	
d. Underlining key words or sentences	

III. APPLICATION

Have students take notes while reading a pamphlets. Discuss methods of students' note taking; let them share ideas. Have students take notes on a film.

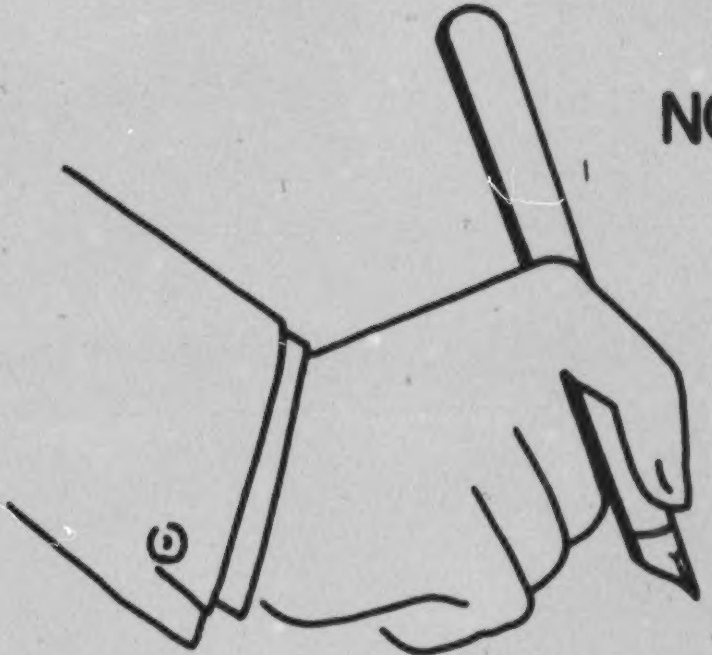
IV. Test

Have the students take notes on a short presentation by the instructor delivered in class. Inform them that they should utilize their recently acquired skills and that a quiz covering the material will be given the next day. The next day give the short quiz, correct the quiz but do not grade. Compare the mistakes on the quiz with the notes that each student took on the material covered. Discuss this comparison with each student.

SUGGESTED ACTIVITIES: Have student compare notes taken after reading a pamphlet.

NEXT LESSON: Tips to Improve Studying

NOTE-TAKING



1. IT'S YOUR PERSONAL DIARY.
2. IT'S AN AID TO RECALL WHEN YOU WANT TO REVIEW.
3. IT HELPS YOU CONCENTRATE.
4. YOU USE 3 SENSES (SIGHT, HEARING AND TOUCH).
5. TAKE NOTES IN CLASS AS WELL AS FROM BOOKS.

DEVELOP YOUR OWN SHORTHAND SYSTEM

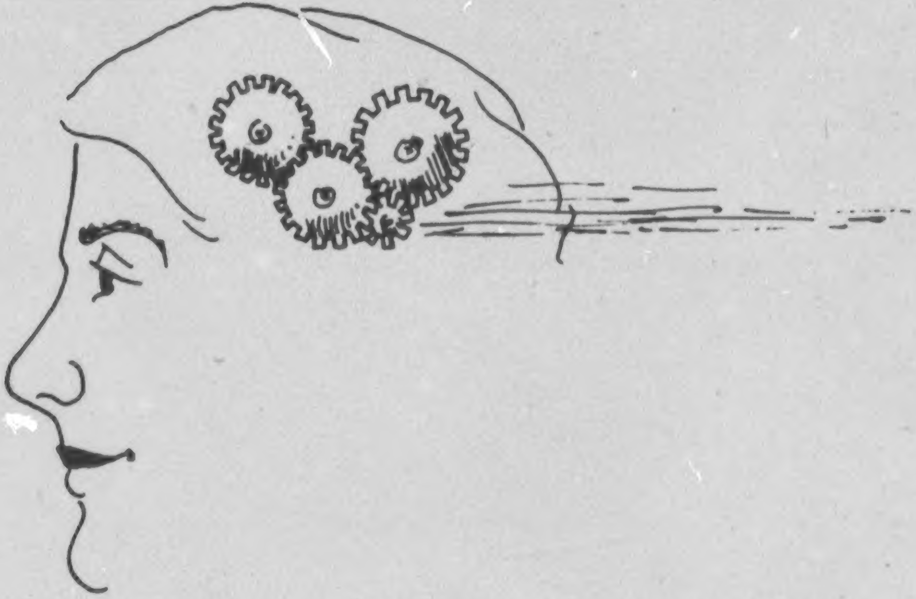
Class Notes

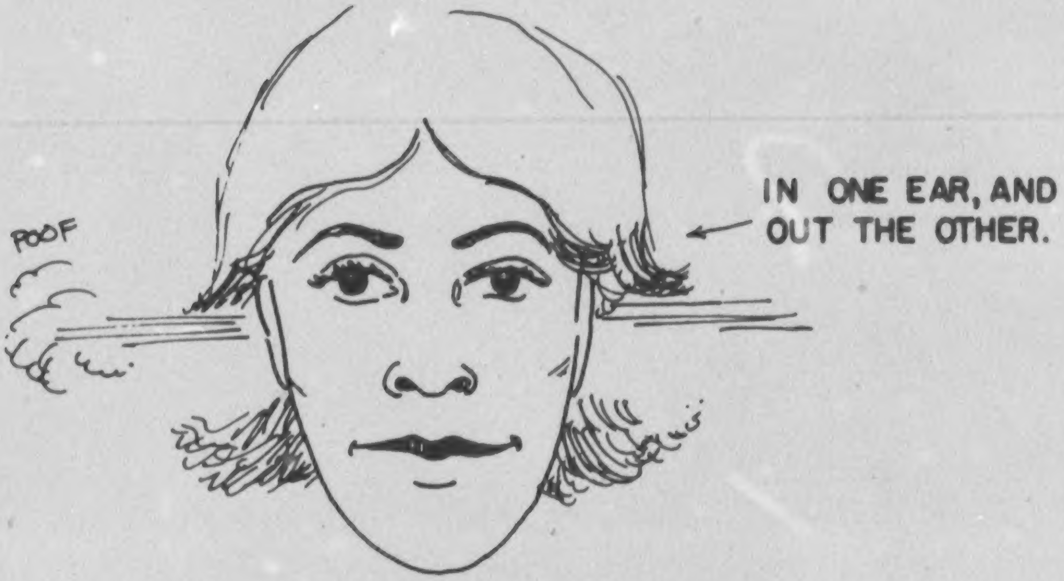
1. Don't try to write everything down -- listen for KEY POINTS.
2. Listen for clues — such as "The four courses were" or "to sum up".
3. If the class gets into a discussion, just note any major conclusion.
4. If it's not important — relax and listen.

Reference Material

1. Get the overall picture — what is the author talking about?
2. Take a look at chapter headings and sub-headings.
3. Read last summary paragraph of each section or chapter to give general idea.
4. Then read for KEY POINTS.

LISTEN WITH YOUR MIND NOT JUST YOUR EARS




POOF
IN ONE EAR, AND
OUT THE OTHER.

Transparency IV-2-3

IMPROVING NOTE TAKING SKILLS

1. Make some preparation for every class you attend.
    - a. Complete outside reading or reference assignments.
    - b. Read textbook assignments or notes taken from the textbook.
    - c. Review notes from previous classes.
    - d. The more you know about the content of a lesson the more you will get from it. It will be easier to spot key words and ideas.
2. Copy everything on chalkboard.
3. Develop a proper attitude. Listening well is a matter of paying careful attention.
4. Write the topic, the course and the date on your paper.
5. Give careful attention to the closing or summing up. The teacher will sometimes go over the main points and you can check them against your notes.
6. At the end of the class, ask questions about points you did not understand.
7. Review your notes as soon after the class as possible.
8. Practice taking notes.

Handout IV-2-4

SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit IV
Lesson 2

BOOKS

Peters, Donald L. For Thinking Teens. Richard Rosen Press, Inc., New York, New York 10001.

BOOKLETS

Staton, Thomas F. How to Study. Distributed by author, P.O. Box 6133, Montgomery, Alabama, 36106, 1968.

FILMS

Improving Study Habits. Illustrates the steps in the learning process; careful reading and listening, accurate comprehension and adquate note taking. 14 minutes, color, 1965, State.

Listening Skills - An Introduction. Images suggesting a stream of consciousness vividly illustrate what is going through your mind with what should be going through it while you listen. 11 minutes, color, 1966, State.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit IV
Lesson 3

SUBJECT: Tips to Improve Studying

OBJECTIVE: The student will be able to differentiate between good and poor study habits and skill in using good study habits.

TEACHING AIDS: Overhead projector

MATERIALS: Handouts; transparencies, pretest; film, How to Study, 1963, State Film Library.

REFERENCES: How to Study, Thomas F. Staton, Distributed by author, Montgomery, Alabama.
How to Study, Channing L. Bete Company, Greenfield, Massachusetts, 01301, 1965.
How to Study, Science Research Associates.
Tips on How to Study, Delmar Publishing, Albany, New York.

I. PREPARATION (of the learner)

Today we will discuss a subject which all of you will find interesting and helpful. Studying is a subject which is the most needed and probably the most disliked in school.

1. What is studying?
2. What is studying for? (Bring up tests.)
3. Why, then, do we study?

Pretest (Refer to Pretest IV-3-1)

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Learning Processes	
1. Senses	
2. Attitude	
3. Alertness	
B. Personal Study Plan	You must want to learn if learning is to be effective.
1. Physical factors	
a. Work area	
b. Study time	
c. Conditions	
2. Personal factors	
a. Alertness	
b. Readiness	

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. How to Study (PQ3R Plan) 1. Preview 2. Question 3. Read 4. Review 5. Recite	Refer to Transparency IV-3-2.
D. What to do When you Can't Study 1. Move 2. Relax 3. Review	STRESS: A student must be free of all outside distractions, both physical (noise) and mental (worries).
E. Aids to Study 1. Mental a. Relaxed b. Alert c. Ready	Refer to Transparency IV-3-3.
2. Physical a. Rest b. Exercise c. Hygiene d. Meals e. Recreation	Refer to Transparency IV-3-4.
F. Learning 1. Use what you learn 2. Tie in your studies with your life 3. Be self-critical 4. Take criticism 5. Help others learn	Refer to Transparency IV-3-5 and IV-3-6.
G. Memory 1. Intention to remember 2. Familiarity with material 3. Organization	
H. Faster Reading 1. Posture 2. Concentration 3. Speed 4. Reading habit 5. Will power	Refer to Transparency IV-3-7.

III. APPLICATION

Have the student work on a self-study plan for all subjects.

IV. TEST

Present to the student several different study situations and have them rate each and correct the poor situations.

SUGGESTED ACTIVITIES: Have student complete Handout IV-3-8.

NEXT LESSON: Being Active in Class Discussion

PRETEST ON HOW TO STUDY

1. Without good study habits one will waste much time and the study effort won't be effective. True or False?

2. Without review, material which has been covered can be easily forgotten. Review fixes this material in the student's mind. True or False?

3. List the steps to effective study:

   Answer:
   a. Preview the material to be covered
   b. Question yourself on the material
   c. Read the material carefully
   d. Review the material
   e. Recite what you have learned

4. List three things which hinder studying for teenagers:

   Answer:
   a. Other activities
   b. No time to yourself to study
   c. Interest in other things

5. Make a list of poor study habits which you commonly practice:

   Answer:
   a. Studying with radio or T.V. on
   b. Studying with a group where concentration is difficult
   c. Studying at the last minute (cramming)
   d. Staying up too late for a test

PLAN YOUR STUDY

ASSIGNMENT TO DO	DATE DUE	ESTIMATED HOURS NEEDED	DATES TO STUDY	
			AT SCHOOL	AT HOME

GIVE YOURSELF PLENTY OF TIME

IMPORTANCE OF HAVING THE RIGHT STUDY SETTING

KEEP REGULAR STUDY HOURS AT HOME AS WELL AS SCHOOL

ASSEMBLE NEEDED MATERIALS

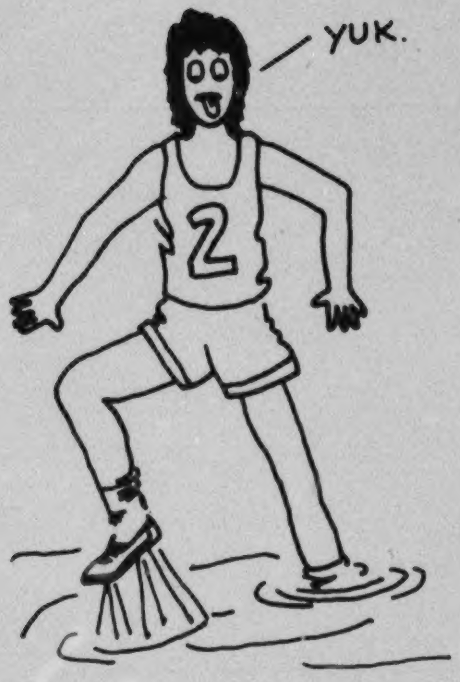
CLEAN WORKING AREA

COMFORTABLE

QUIET

Transparency IV-3-3

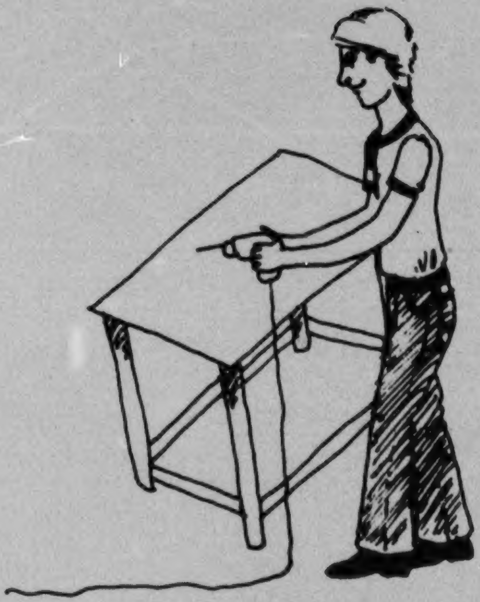
TO KEEP FROM GETTING BOGGED DOWN



1. GET ENOUGH SLEEP
2. GET PLENTY OF EXERCISE
3. EAT REGULARLY.
4. PLAY HARD, STUDY HARD
5. HAVE A REGULAR CHECK-UP

Transparency IV-3-4

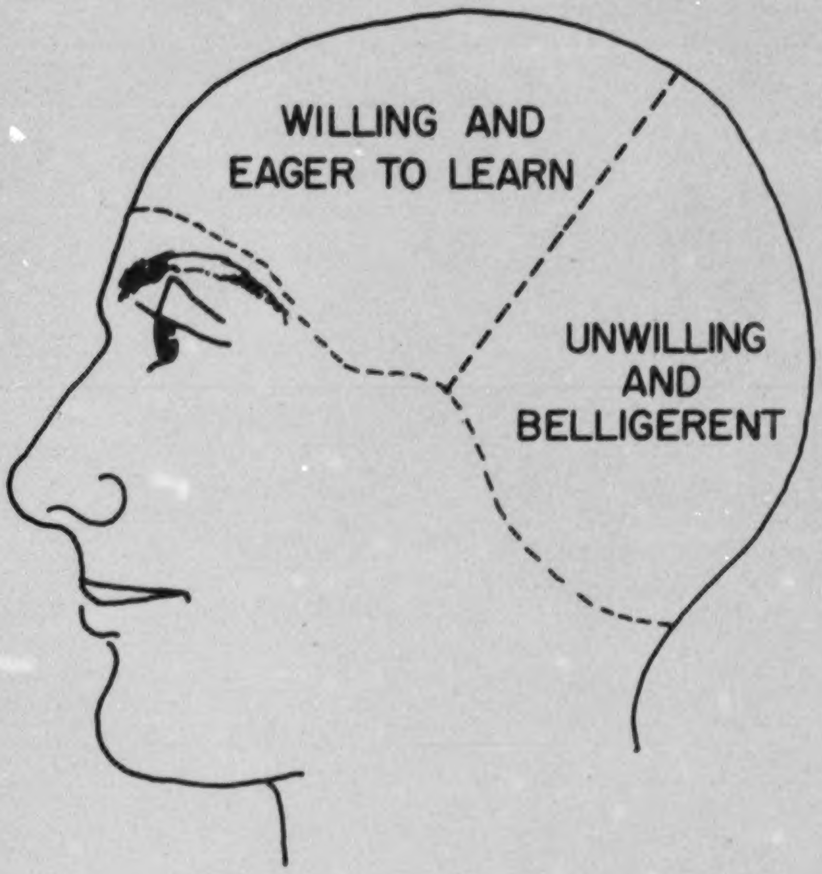
DOING IS IMPORTANT TO INCREASE LEARNING



1. TRY TO USE WHAT YOU LEARN AS SOON AND AS OFTEN AS POSSIBLE
2. TRY TO TIE-IN YOUR STUDIES WITH INTEREST
3. BE SELF-CRITICAL
4. TAKE CRITICISM
5. HELP OTHERS

Transparency IV-3-5

YOUR ATTITUDE TOWARD LEARNING


WILLING AND EAGER TO LEARN
UNWILLING AND BELLIGERENT

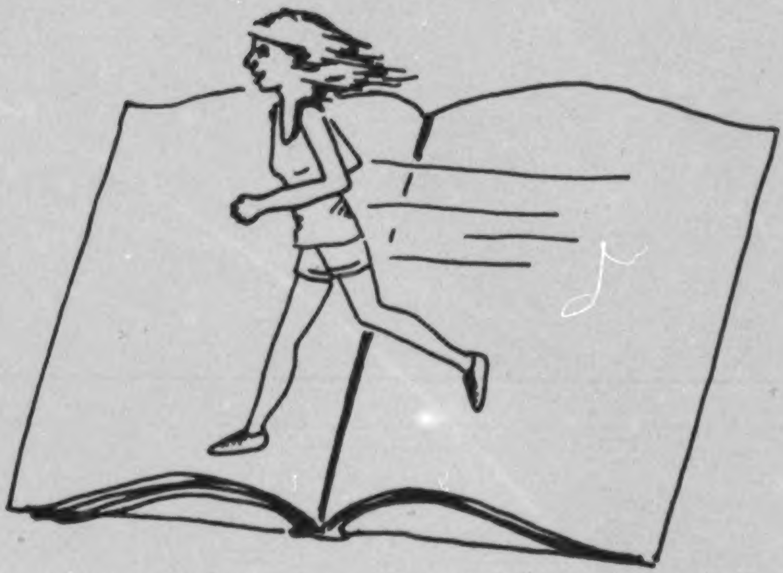
DECIDE IF YOU WANT TO LEARN

IF SO...

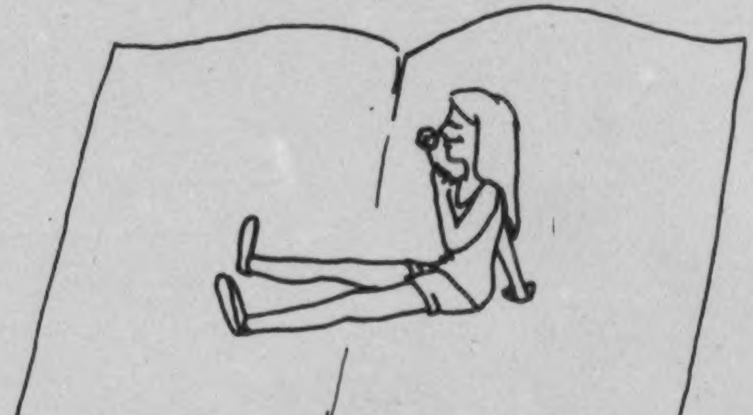
1. THINK POSITIVELY
2. MAKE LEARNING A GAME
3. BE ALERT
4. BE IN THE RIGHT FRAME OF MIND

Transparency IV-3-6

TO READ FASTER...



PRACTICE THIS



NOT THIS

Transparency IV-3-7

PROJECT

Set up a time schedule using all hours of the day that you are awake. Place in this schedule a study-time allotment for all of your classes. Take into consideration all hours involved and all activities participated in.

7:00 A.M. ______________________________

8:00 A.M. ______________________________

9:00 A.M. ______________________________

10:00 A.M. ______________________________

11:00 A.M. ______________________________

12:00 Noon ______________________________

1:00 P.M. ______________________________

2:00 P.M. ______________________________

3:00 P.M. ______________________________

4:00 P.M. ______________________________

5:00 P.M. ______________________________

6:00 P.M. ______________________________

7:00 P.M. ______________________________

8:00 P.M. ______________________________

9:00 P.M. ______________________________

10:00 P.M. ______________________________

11:00 P.M. ______________________________

SUPPLEMENTAL
TEACHING MATERIAL FOR IWE
GENERALLY RELATED LESSONS

Unit IV
Lesson 3

BOOK

Peters, Donald L. For Thinking Teens, Richard Rosen Press, Inc., New York,

BOOKLETS

Staton, Thomas F. How to Study, Distributed by author, P.O. Box 6133, Montgomery, Alabama 36106, 1968.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit IV
Lesson 4

SUBJECT: Being Active in Class Discussion

OBJECTIVE: The student will be able to regulate his participation in class discussions.

TEACHING AIDS: Overhead projector and chalkboard

MATERIALS: Transparencies and games

REFERENCES: How to Study, Thomas F. Staton, Distributed by author, Montgomery Alabama.
Learning Discussion Skills Through Games, Stanford and Stanford, Citation Press, New York, New York.

I. PREPARATION (of the learner)

Up to this point we have been spending our time learning to take in information and ideas and organize them into knowledge. It is also important to be able to show what you have learned when called on to do so. This may be done by discussing material with other members of the class and your teacher.

1. How can you do that?
2. What are some advantages and disadvantages of oral participation?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Types of discussion 1. Simple recitation 2. Inductive questioning 3. Open-ended questions 4. Problem solving	Refer to Transparency IV-4-1.
B. Purposes of discussion 1. Solve problems 2. Air opinions 3. Find out what others think (be a good listener) 4. Vent feelings 5. Clarify one's point of view 6. Re-evaluate one's opinions 7. Gain feelings of acceptance and belonging	Have students participate in discussion games. Emphasize the role of discussion in the determination of grades.

III. APPLICATION

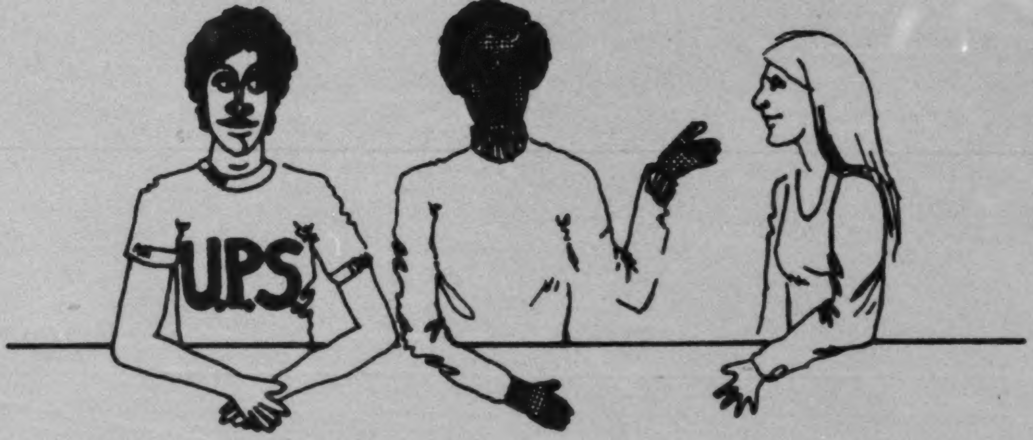
Have students present a list of advantages and disadvantages of oral participation.

IV. TEST

No test is required for this lesson. Participation in games and actual class discussion will be the actual assessment of this lesson.

NEST LESSON: Taking Tests

LEARNING DISCUSSION SKILLS



4 TYPES OF DISCUSSION:

1. SIMPLE RECITATION
2. INDUCTIVE QUESTIONING
3. OPEN ENDED QUESTIONS
4. PROBLEM SOLVING

Transparency IV-4-1

SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit IV
Lesson 4

BOOKLETS

Staton, Thomas F., How to Study. Distributed by author, P.O. Box 6133, Montgomery, Alabama 36106, 1968.

Stanford and Stanford, Learning Discussion Skills Through Games. Citation Press, New York, New York.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit IV
Lesson 5

SUBJECT: Taking Tests

OBJECTIVES: The student will be able to differentiate between good and poor methods of preparing for a test. The student will design a plan to follow when preparing for a test.

TEACHING AIDS: Overhead projector and chalkboard

MATERIALS: Handouts and transparencies

REFERENCES: How to Study, Science Research Associates.
How to Study, Channing L. Bete Company, Greenfield, Massachusetts, 01301, 1965.
Tips on How to Study, Delmar Publishing, Albany, New York.

I. PREPARATION (of the learner)

Taking tests is often the downfall of many otherwise capable students. Since course grades are assigned largely on the basis of these tests, students often get so shook that they become easily rattled and blow a test by forgetting material which they could previously recall without much trouble. Why?—for most, the basic cause is test anxiety due to a lack of self-confidence. They either feel that they are poorly prepared for the test or they lack confidence in their test-taking techniques. Thus, the two keys to conquering such anxiety are to study the subject thoroughly and to develop test-taking skills.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Before Studying for a Test	STRESS: Importance of good preparation before actually studying for a test.
1. Challenge yourself	
2. Guess at the questions to be asked	
3. Review notes	Refer to Transparency IV-5-1.
4. Look up unclear points	
5. Reread	
6. Memorize by recitation	
7. Be able to explain the material	
8. Cramming vs. reviewing	Refer to Handout IV-5-2.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
B. During the Test 1. Relax	STRESS: Factors to take into consideration during a test.
2. Read directions 3. Scan the test	Have students complete Handout IV-5-3.
4. Read questions 5. Think 6. Outline the answer 7. Write	Remember to eliminate distractors in multiple choice tests.
C. After the Test 1. Read comments 2. Restudy wrong answers	

III. APLLICATION

Have each student work on a plan to follow when preparing for a test. Review tests.

IV. TEST

Have the students identify five points to be aware of in a test. Then have them differentiate between good and poor methods of preparing for a test.

SO, YOU ARE GOING TO TAKE A TEST!

1. WHAT TO DO BEFORE THE TEST:
   - A. CONSIDER IT A GAME
   - B. TRY TO GUESS THE QUESTIONS
   - C. REVIEW YOUR NOTES
   - D. LOOK UP POINTS NOT CLEAR
2. WHAT TO DO DURING THE TEST:
   - A. RELAX AND FORGET ABOUT OTHER PEOPLE
   - B. READ DIRECTIONS CAREFULLY
   - C. READ THE ENTIRE TEST FIRST—TO BUDGET YOUR TIME, AND AVOID DUPLICATION
   - D. COVER ALL THE POINTS ASKED FOR
   - E. THINK BEFORE YOU WRITE
   - F. LEAVE TIME TO GO OVER YOUR PAPER
3. WHEN YOU GET YOUR PAPER BACK:
   - A. READ ALL THE COMMENTS AND CORRECTIONS SO YOU WONT MAKE THE SAME MISTAKES AGAIN

Transparency IV-5-1

CRAMMING

There is all the difference in the world between reviewing and cramming. Cramming is a frantic attempt to stuff one's mind as full as possible of facts and ideas in and for a short time. Review is a re-examination of familiar material to clarify one's understanding, refresh one's memory, and pick up any important material which has been overlooked or has slipped out of mind.

1. The advantages of cramming
    a. Benefits the lazy student
    b. Greater value to the industrious student when he uses it in addition to regular study
2. The disadvantages of cramming
    a. Should not substitute for regular study
    b. It substitutes haste for care
    c. It substitutes rote memory for reasoning
    d. Clogs the mental processes
    e. It is not a sound method of studying

Handout IV-5-2

5 MINUTE TIMED TEST ON FOLLOWING DIRECTIONS

How well do you follow directions? You should be able to complete all the things required in five minutes by following the directions below. Your teacher may wish to time you to see who can finish first, second, etc., so turn your paper over to show when you have completed all the work.
Do not begin until your teacher say "go", then follow directions exactly as given. You will need one sheet of notebook paper.

1. Read all directions before doing anything.
2. On a sheet of notebook paper, write your name in the upper right corner.
3. Number from 1 to 7, leaving three blank lines between each number.
4. Draw five small squares beside the number 1 on your paper.
5. Put an "X" in each square beside number 1.
6. Put a circle around the number 2 on your paper.
7. Count the number of pages in Chapter 4 of your math book and write the answer beside number 3 on your paper.
8. Multiply the answer above by your age.
9. Say your name out loud.
10. Beside number 4, write today's date.
11. Beside number 5, write the city and state you live in.
12. Count the number of persons in the room and write the answer beside number 6.
13. Say, "I have reached number 13, and I am following directions carefully."
14. Now that you have completed the reading, omit all directions except the first two.

Handout IV-5-3

SUPPLEMENTAL
TEACHING MATERIAL FOR IWE
GENERALLY RELATED LESSONS

Unit IV
Lesson 5

BOOKLETS

Tips on How to Study. Delmar Publishing, Albany, New York.

Staton, Thomas F. How to Study. Distributed by author, P.O. Box 6133, Montgomery, Alabama 36106, 1968.

Millman, Jason and Walter Park. How to Take Tests, McGraw-Hill Book Company, New York, 1969.

How to Study. Channing L. Bete Company, Inc., Greenfield, Massachusetts, 01301, 1965.

IWE - I

UNIT V

ON-THE-JOB COMMUNICATION

Lesson 1. Public Speaking

Lesson 2. Listening Skills

Lesson 3. Correct Telephone Use

Developed by

Hugh D. Byrd

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit V
Lesson 1

SUBJECT: Public Speaking

OBJECTIVE: Students will be able to give a speech on his job, IWE, or VICA which will be a minimum of three minutes.

TEACHING AIDS: Tape recorder, overhead projector and video-tape machine.

MATERIALS: Handouts, recordings and transparencies

REFERENCES: How to Talk More Effectively, American Technical Society, 848 East 58th Street, Chicago, Illinois.

I. PREPARATION (of the learner)

Tell students that they will be asked to give a short talk before the IWE class. The talk will be on a subject that they are interested in and are knowledgeable about. Give students cards to list possible subjects for a talk.

Ask students the importance of being able to give a speech.

1. Where are some places you might give a speech?
2. How can ability to speak well help you on the job?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Suggestions for a Successful Speech	Draw suggestions from students and list them on the board.
1. Know your audience	
a. Don't memorize	Have students hand in an outline of a speech.
b. Make outline	
2. Know your subject well	
3. Have a good eye contact	Refer to Transparency V-1-1.
4. Speak loudly and clearly	(Use of IWE character on this transparency.)
5. Show enthusiasm	
6. Be moderate in movement	
7. Use gestures for emphasis	
8. Involve audience	
9. Have good posture	
10. Be dressed properly	

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
B. Reasons for Speech 1. To interest 2. To inform 3. To stimulate 4. To convince 5. To persuade	Discuss the type of speeches 1. Informative 2. Persuasive
C. Content of Speech 1. Speaker should be familiar with subject 2. Speaker should use reference materials to supplement his speech 3. The speech should contain a. Main idea b. Well-written body 4. It should be concrete 5. It should be argumentative as well as persuasive	STRESS: Use supplements: 1. Illustrations 2. Comparisons and contrasts 3. Specific instances 4. Facts and figures
D. Characteristics of a Successful Speaker 1. Quality of vocabulary 2. Friendly 3. Firmness 4. Correlate the subject with the audience 5. Regard for listeners	Explain these terms to students if used when presented to students. Draw suggestions from students and list them on the board. Show students how to use visual aids to emphasize the speech.

III. APPLICATION

Play recording made of a speaker and let students point out the good and bad points of the speech. Using Handout V-1-2, have students practice rate of speaking and articulation.

IV. TEST

Each student will prepare and present a speech on some phase of his job, VICA or IWE. He will be evaluated both by the coordinator and students. Evaluation forms will be used. Video-tape each student's speech and replay it. The video-tape of each student's talk should be evaluated by the instructor. He should point out good points and show students where improvement is needed.

SUGGESTED ACTIVITIES:

Have experienced speaker talk. After he leaves, have the students evaluate his talk.

Have the better speakers enter the VICA speech contests.

NEXT LESSON: Listening Skills

_____ DRESS ACCORDING TO AUDIENCE

_____ HAVE GOOD EYE CONTACT

_____ SPEAK LOUDLY AND CLEARLY

_____ SHOW ENTHUSIASM

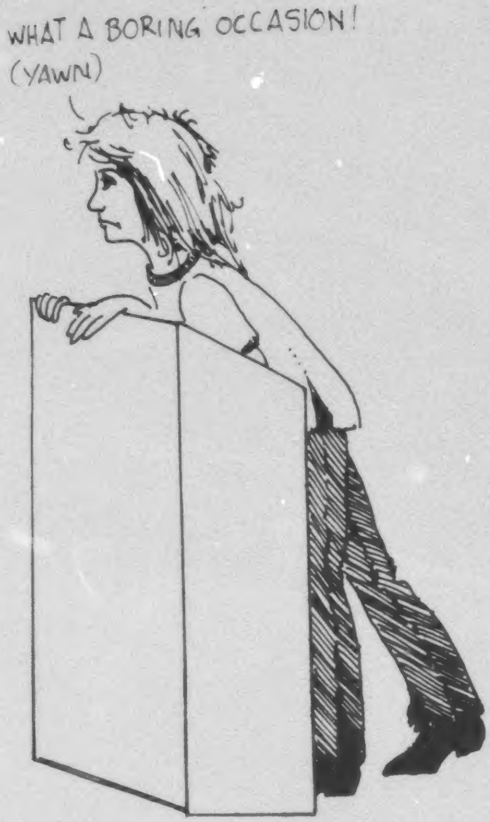
_____ GESTURE FOR EMPHASIS

_____ INVOLVE THE AUDIENCE

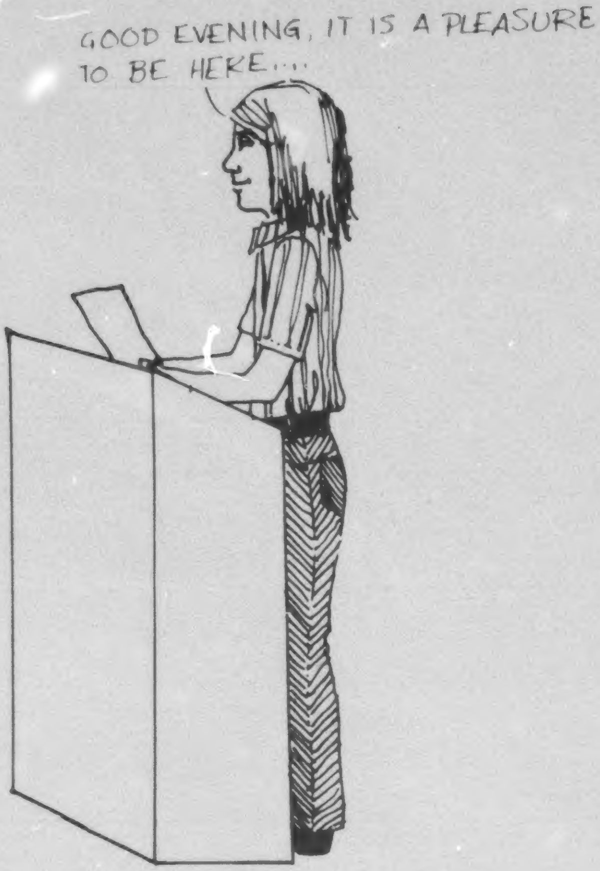
_____ DON'T LEAN ON THE PODIUM

_____ DON'T FIDGET

DON'T


WHAT A BORING OCCASION! (YAWN)

DO


GOOD EVENING, IT IS A PLEASURE TO BE HERE....

Transparency V-1-1

RATE OF SPEAKING

Read the following passage aloud in your normal speaking voice. Time yourself.

Mr. Carter? Charles Moore, of Olson Sporting Goods. Nice to be talking with you again. Say, I've been reading that you have been having some pretty cold weather up there. I hope you're getting the ice shack ready. It won't be long at that rate. Mr. Carter, I have some especially good news for you today. Olson has taken on a line of ski mittens that are unbelievably warm. I tell you; they're like wearing stoves. They are the first in the industry, Mr. Carter, and we are calling to make sure that you will be well stocked to meet the demand that is expected. The manufacturer is putting on a special advertising and promotion campaign that should be a real boom to your sale of ski equipment, and a full color ad in four national ski magazines for October and November.

ARTICULATION PRACTICE

Read the passage aloud in 90 seconds without stumbling, mumbling, or slurring.

Once upon a time there lived in the San Fernando Valley a boy by the name of Theophilus Thistle who was a successful thistle sifter. Next door to the thistle sifter, Theophilus, lived another boy, Peter Piper, the pickled pepper picker. Unfortunately, Theophilus Thistle often thrust three thousand thistles through the thick of his thumb and Peter, while picking peppers, often got pickled himself. One afternoon, after picking a peck of pickled peppers and becoming quite pickled, Peter wandered down to the beach of Santa Monica (to do a little surfing), and there he met the girl of this story. Now for the sake of simplicity, we shall call the girl "She". She sold sea shells by the seashore and Peter, the pickled pepper picker, often purchased the sea shells and they became quite good friends. As time passed, their friendship grew and they were finally married. Peter Piper picked Theophilus Thistle to be his best man. Theophilus Thistle said he gladly would. The day of the wedding, Woe! Theophilus Thistle, who was really a very successful thistle sifter, thrust three thousand thistles through the thick of his thumb. But Peter, who wasn't pickled, and She, who wasn't selling sea shells, got married anyway. And they lived happily evermore.

SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit V
Lesson 1

BOOKS

Bordeaux, Jean, How to Talk More Effectively. American Technical Society, 848 East 58th Street, Chicago, Illinois 60637.

McCall, Roy C., Fundamentals of Speech. MacMillian Company, New York 10001.

Wiksley, Wesley, Oral Communication. MacMillian Company, New York 10001.

Zetler, Robert L., Successful Communication in Science and Industry, Writing, Reading, and Speaking. McGraw Hill, Industrial Education Materials, Manchester Road, Manchester, Missouri 63011.

FILMS

Communicating with the Public. Gives vital qualities for dealing with the public--courtesy, patience, tact. 12 minutes, 1970, State.

Getting Yourself Across. Shows the role of the speaker's personality in getting ideas across to the audience. 21 minutes, color, 1968, available, State.

Language and Communication. Gives understanding of our heritage of spoken and written language and it's role in the communication of ideas. 16 minutes, color, 1966, State.

Public Speaking Fundamentals. Examine 3 public speakers in terms of the speech, the audience and the speaker. 14 minutes, color, 1970, State.

Speech Skills - Using your voice Effectively. Examines problems of speakers' volume, pitch, voice quality and articulation. 14 minutes, color, 1970, State.

TRANSPARENCIES

Communication Process. Considers speech mechanism, outlining and inter-relationships of audience and speaker. Visual Products Division, 3M Company, 3M Center, St. Paul, Minnesota 55101.

Oral Communications. Teacher directed text plus 20 visuals. Visual Product Division, 3M Company, 3M Center, St. Paul, Minnesota 55101.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit V
Lesson 2

SUJBECT: Listening Skills

OBJECTIVE: Students will be able to list the facts in becoming a good listener.

TEACHING AIDS: Tapes from Educational Progress Corporation, tape recorder

MATERIALS: Record by Dr. Ralph Nichols, "Listening is Good Business," University of Minnesota

REFERENCES: How to Study, C. T. Morgan and J. Dese, McGraw-Hill Book Company Inc., New York, New York.
Listening Tapes, Educational Progress Corporation, 8538 East 41st Street, Tulsa, Oklahoma 74145.

I. PREPARATION (of the learner)

Whisper a simple sentence or a rumor to a student and then let him whisper it to another student. Let this student whisper it to another student and see how it changes before it comes back to the teacher.

II. PRESENTATION (of the information

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. What are some of the results of poor listening? 1. Bad communication 2. Accidents 3. Bad morale	Lecture and discuss effects of poor listening.
B. What have studies revealed about listening? 1. You can comprehend at about 3 times normal conversation speed 2. Skills can be taught 3. 30% of the time in a day is spent in listening 4. Listening skills need to be improved	STRESS: The advantages of good listening.
C. Some Implications in Business 1. Workers communicate better horizontally	Discuss effects of business due to bad communication.
2. Workers want a manager to be a good listener	Cite some examples.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
D. Hints for listening correctly 1. Think ahead and guess what the speaker is working toward 2. Try to identify with what the speaker has to say 3. Be mentally active 4. Listen for ideas, not facts 5. Don't make an outline for every presentation which you hear 6. Pay attention 7. Get a central idea 8. Switch off emotional attitudes	Refer to Handout V-2-1.

III. APPLICATION

Play record "Good Listening is Business" by Dr. Ralph Nichols.

IV. TEST

Students will list five good listening habits and explain why they are helpful.

SUGGESTED ACTIVITES:

Encourage students to use the hints they learned in other classes.

NEXT LESSON: Correct Telephone Use

KEYS TO GOOD LISTENING ON THE JOB

LIMIT YOUR OWN TALKING
You can't talk and listen at the same time.

THINK LIKE THE CUSTOMER
His problem and needs are important . . . and you'll understand him better if you keep his point of view.

ASK QUESTIONS
If you don't understand something . . . or feel you may have missed a point . . . clear it up now before it embarrasses you later.

DON'T INTERRUPT
A pause . . . even a long pause . . . doesn't always mean he has finished saying everything that he wants to say.

CONCENTRATE
Focus your mind on what the person is saying. Practice shutting out outside distractions.

TAKE NOTES
This will help you remember important points. But . . . be selective. Trying to note down everything the person says can result in being left far behind or in retaining irrevelant details.

LISTEN FOR IDEAS . . . NOT JUST WORDS
You want to get the whole picture . . . not just isolated bits and pieces.

INTERJECTIONS
An occasional, "Yes," . . . "I see" . . . shows the customer you're still with him . . . but don't overdo or use it as a meaningless comment.

TURN OFF YOUR OWN WORRIES
This isn't always easy . . . but personal fears, worries, problems not connected with contact, form a kind of "static" than can block out the customer's message.

PREPARE IN ADVANCE
Remarks and questions prepared in advance . . . when possible . . . free your mind for listening.

REACT TO IDEAS . . . NOT THE PERSON
Don't allow irritation at things the person may say . . . or at his manner . . . to distract you.

DON'T ARGUE MENTALLY
Keep your mind on the person's point of view; too much mental arguing will surface in the way you respond back.

DON'T JUMP TO CONCLUSIONS
Avoid guessing what the customer is going to say . . . or mentally trying to complete the person's sentences.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit V
Lesson 3

SUBJECT: Correct Telephone Use

OBJECTIVE: Students will be able to identify the proper techniques for use of a telephone.

TEACHING AIDS: Telephone

MATERIALS: Handouts, pamphlets, telephone skits, films: _If an Elephant Answers_, C & P Telephone Company, film library.

REFERENCES: Communication Skills: _Win More Friends by Telephone_. available from C & P Telephone Company.
Bryant, Donald C., _Oral Communications_. Appleton-Century-Crofts, New York.
C & P Film Library, Richmond, Virginia 800-522-3881.

I. PREPARATION (of the learner)

Use a mock telephone conversation in which poor telephone manners are used.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Importance of Good Manners	Lecture and discussion (by local phone representative if possible).
1. You are representing your business; much business is done by phone.	
2. Promotes future relationships	Refer to Transparency V-3-1.
3. Telephone calls interrupt a person's thoughts and work.	
4. Calls take time; good telephone manners make up for inconveniences which may have been caused by interruptions.	
B. Preparation and Making the Call	Role-play skit on correct procedure.
1. Organize conversation before calling	Lecture and discussion.
a. Provides a basis to begin and end the call.	Role-play skit.
b. Jot down notes to remember.	
c. Let party know what you are going to talk about so a cutting point for the talk can be established.	

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. Receiving a Call 1. Answer promptly.	Lecture and discussion.
2. Identify yourself and company or agency. 3. Attempt to give the caller full attention. 4. Direct call to someone else. a. Assure caller that the party is available. b. Ask him to wait a moment.	Role-play skit. The instructor could borrow a phone to put on his classroom desk. The instructor could then make a fake call using poor telephone manners. This could help get the classes attention for the lesson. Ask the class what they think of your just completed conversation.
5. If a party is not available, take a message as follows: a. Name of caller b. Number and extension c. City and state (long distance) d. Nature of message e. Action requested f. Number of long distance operator g. Date and hour of call	Set up a situation in which a disgruntled customer calls a student's place of work. Use one student to play the role of the customer and another to play the role of the employee. The basic complaint would be written for the customer. The employee would react to his complaint. Student and teacher would analyze the student employee's reaction and make suggestions. The skit could be repeated two or three times with different students.
D. Voice is important in making yourself understood.	List and discuss important voice problems.
1. Soft or high voice 2. Mouth too close or too far from mouthpiece 3. Poor enunciation of words	Refer to Transparency V-3-2.

III. APPLICATION

Role-playing skits from local telephone company on how to properly make and receive calls.

Have students look for points which were learned during presentation.

IV. TEST

Ask student to list points to keep in mind when making a business call and also points to keep in mind when receiving a business call.

SUGGESTED ACTIVITIES: Practice proper manners when using phone and invite a telephone company representative to conduct telephone demonstrations in the classroom.

NEXT LESSON: Federal, State, and Local Tax Systems

THERE IS ALWAYS TIME FOR COURTESY

1. GREET THE CALLER PLEASANTLY.
   (BE ENTHUSIASTIC AND SINCERE)

2. USE THE CUSTOMER'S NAME.
   (THE SWEET MUSIC OF A PERSON HEARING HIS OWN NAME)

YES, MR. JONES

3. TRY TO VISUALIZE THE PERSON.
   (SPEAK TO THE PERSON, NOT AT THE TELEPHONE)

4. BE ATTENTIVE.
   (THE OTHER PERSON WILL APPRECIATE YOUR LISTENING POLITELY AND ATTENTIVELY)

5. TAKE THE TIME TO BE HELPFUL.
   (IT'S BETTER TO SPEND SECONDS KEEPING A CUSTOMER HAPPY THAN MONTHS REGAINING HIS CONFIDENCE)

6. APOLOGIZE FOR ERRORS OR DELAYS.
   (THINGS DO NOT ALWAYS GO RIGHT, SO BE GENUINELY SINCERE AND YOU WON'T SOUND PHONY)

7. SAY "THANK YOU" AND "YOU'RE WELCOME".
   (COURTESY ON THE TELEPHONE USUALLY MEANS COURTESY IN BUSINESS)

QUALITIES OF A GOOD VOICE;

ALERTNESS
(BE WIDE AWAKE)

NATURALNESS
(BE YOURSELF)

DISTINCTNESS
(BE CLEAR)

PLEASANTNESS
(BE FRIENDLY)

EXPRESSIVENESS
(BE DIRECT)

SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit V
Lesson 2 & 3

BOOKS

Bryant, Donald C., Oral Communication. Appleton-Century-Crofts, New York, New York, 10001, 1962.

Zetler, Robert L., Successful Communication in Science and Industry-Writing, Reading, and Speaking. McGraw-Hill, Industrial Education Materials, Manchester, Missouri 63011.

BOOKLETS

Magic of Your Telephone. Its uses in modern living. Available from local Bell Telephone Company, free.

Win More Friends by Telephone. Available at the American Telephone and Telegraph Company.

FILMS

Correct Telephone Usage. Fundamentals in efficient handling of telephone calls. 19 minutes, $3.50, Business Education Films, Brooklyn, New York, 11201.

Listening Skills--An Introduction. Pointers for the improvement of listening habits. 11 minutes, black and white, 1966.

Perception and Communication. This film is a series of concrete examples of how human perceptions affect the communication process and the individual's concept of reality. 32 minutes, color, 1967, State.

Speech-Effective Listening. Demonstrates the importance of good listening in the communications process. 15 minutes, 1969, State.

PAMPHLETS

Communication Skills. Win more friends by telephone. Available at your local C & P Office.

How to Succeed in Business by Telephone. Available at your local C & P Office.

IWE - 1

UNIT VI

INCOME TAX

Lesson 1. Federal, State, and Local Tax Systems

Lesson 2. Filling out Federal, State, and Local Tax Forms

Developed by

Edward A. Atkins

and

Tom Verbeke

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit VI
Lesson 1

SUBJECT: Federal, State and Local Tax Systems

OBJECTIVES: The student will be able to tell the difference between various types of taxes.
The student will be able to explain where tax money comes from and how it is spent.

TEACHING AIDS: Overhead projector, blackboard

MATERIALS: Understanding Taxes, Publication #21, Internal Revenue Service, Washington, D.C., transparencies, and handouts

REFERENCES: Teacher's Guide for Understanding Taxes used with Publication #21, Internal Revenue Service, Washington, D.C. 20224.

I. PREPARATION (of the learner)

Refer to Pretest-Posttest VI-1-1 and discuss.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Taxes	
1. Definition: A compulsory payment of a percentage of income, property value... etc. for the support of government.	
2. Purpose a. Raise revenue b. Protection (defense)	Refer to Transparency VI-1-2.
B. Classification of Taxes	STRESS: Taxes are to pay the expenses of operating government.
1. Progressive - is levied proportionately on the ability of the person to pay (income tax).	Refer to Handout VI-1-3.
2. Regressive - is when the taxation rate remains the same regardless of the ability to pay (estate tax).	Refer to Handout VI-1-4. Discuss: Call for examples of each classification from group.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. Types of Taxation	Refer to Handout VI-1-4 and discuss.
1. Direct	
a. Inheritance and gift tax	Develop list of examples from group and put on board.
b. General sales tax	
c. Excise tax	
d. Property tax	
e. Social Security tax	
f. Income tax	
2. Indirect	
a. Estate tax	
b. Import tax	
D. Types of Taxes	Discuss.
1. Federal	
a. Income	Call for examples from the group.
b. Estate	
c. Import	
d. Excise	
e. Inheritance	
2. State	
a. Income	
b. Sales	
c. Estate	
d. Inheritance	
3. Local Property	
a. Property	
b. Sales	
C. Capitation (poll tax)	
E. Where Your Tax Money Goes	Refer to Handout VI-1-5.
1. Defense - 43%	
2. Internal affairs - 2%	Point out the larger spending areas.
3. Veterans - 4%	
4. Interest - 7%	
5. Space research - 2%	
6. Health and welfare - 26%	
7. Education - 4%	
8. Community development - 1%	
9. Transportation - 4%	
10. Agriculture - 3%	
11. National resources - 1%	
12. General government - 2%	
F. Sources of Federal Income	Refer to Transparency VI-1-6.
1. Individual income taxes - 46%	
2. Corporation income taxes - 20%	
3. Social insurance and retirement - 21%	
4. Excise taxes - 8%	
5. Other - 5%	

III. APPLICATION

Question:
Have students compute percentage of Federal, State, and F.I.C.A. taken out of their checks.

IV. TEST

Posttest VI-1-1.

SUGGESTED ACTIVITY:

Have students figure out how much of their tax dollars went to each spending area.

NEXT LESSON: Filling out Federal, State, and Local Tax Forms

PRETEST - POSTTEST

1. Name the deductions from your pay check.

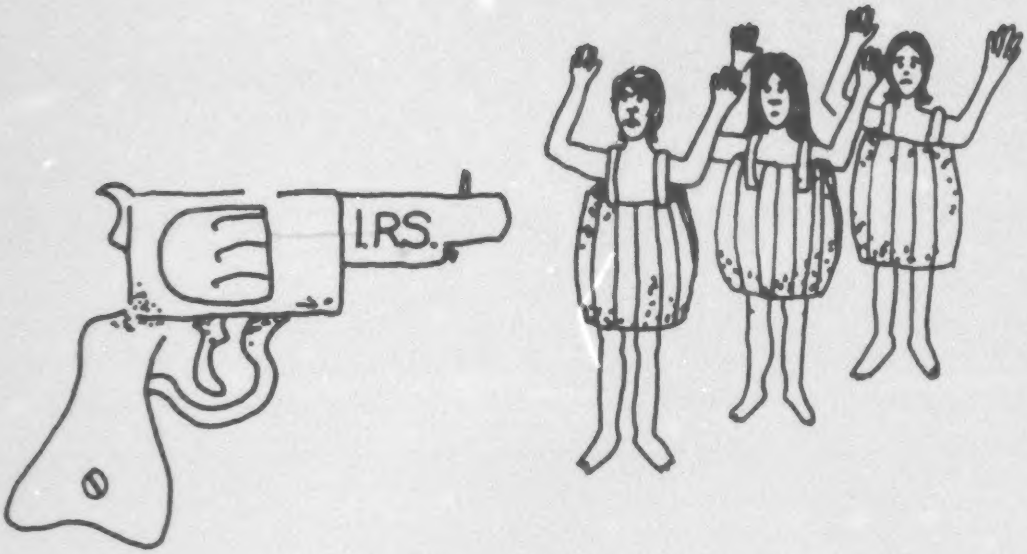
2. Which of these deductions are taxes?

3. Where does the money go?

4. What is the money from taxes used for?

5. Is our tax system a fair system?

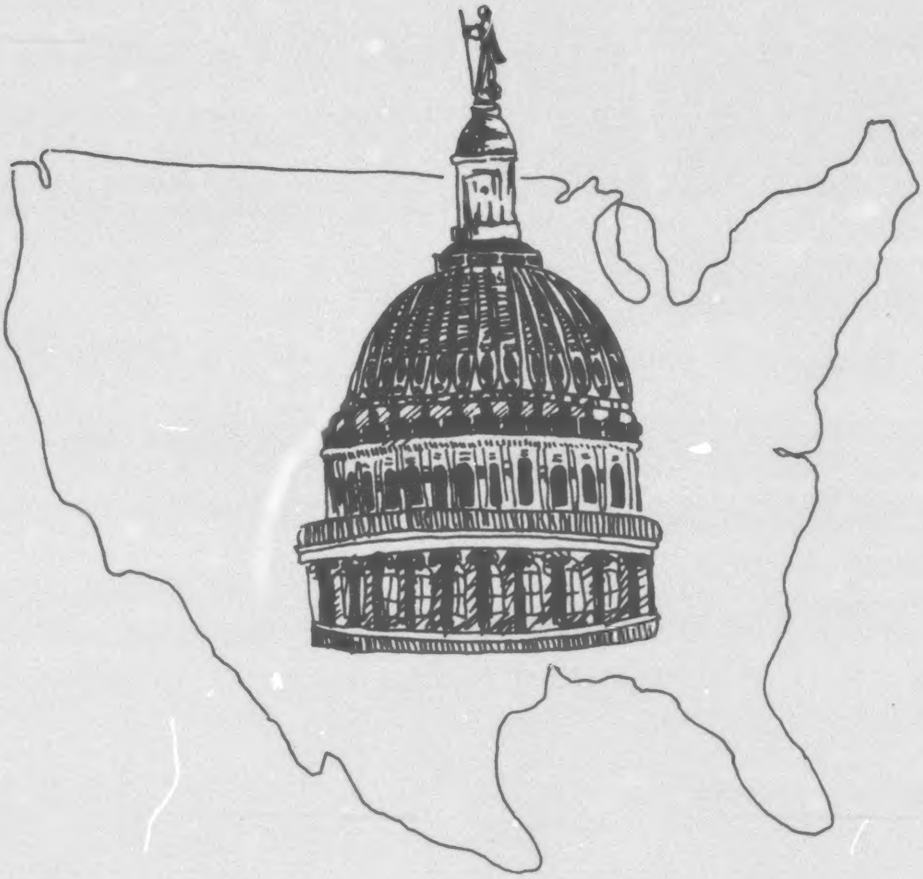
TAXES: A COMPULSORY PAYMENT OF A PERCENTAGE OF INCOME, PROPERTY VALUE........... ETC. FOR THE SUPPORT OF GOVERNMENT.



Transparency VI-1-2

U.S. CONSITUTION
SECTION "8" ARTICLE I

Congress shall have the power to lay and collect taxes, duties, impost and excises, to pay the debts and provide for the common defense and general welfare of the United States: but all duties, impost, and excises shall be uniform throughout the United States.



Handout VI-1-3

TAX CLASSIFICATION

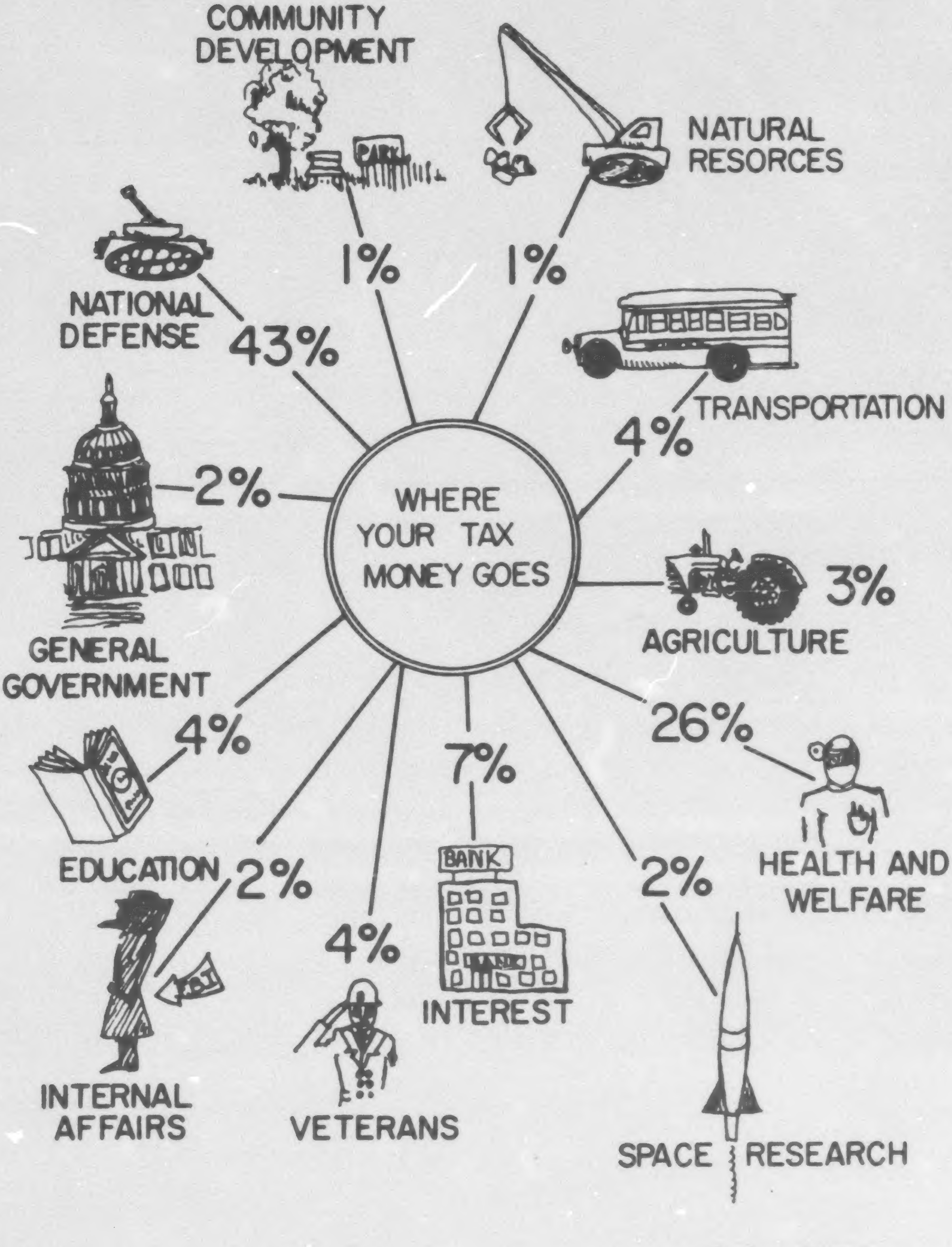
PROGRESSIVE: is levied proportionately on the ability of the person to pay (income tax).

REGRESSIVE: is when the taxation rate remains the same regardless of the ability to pay (estate tax).

TYPES OF TAXATION

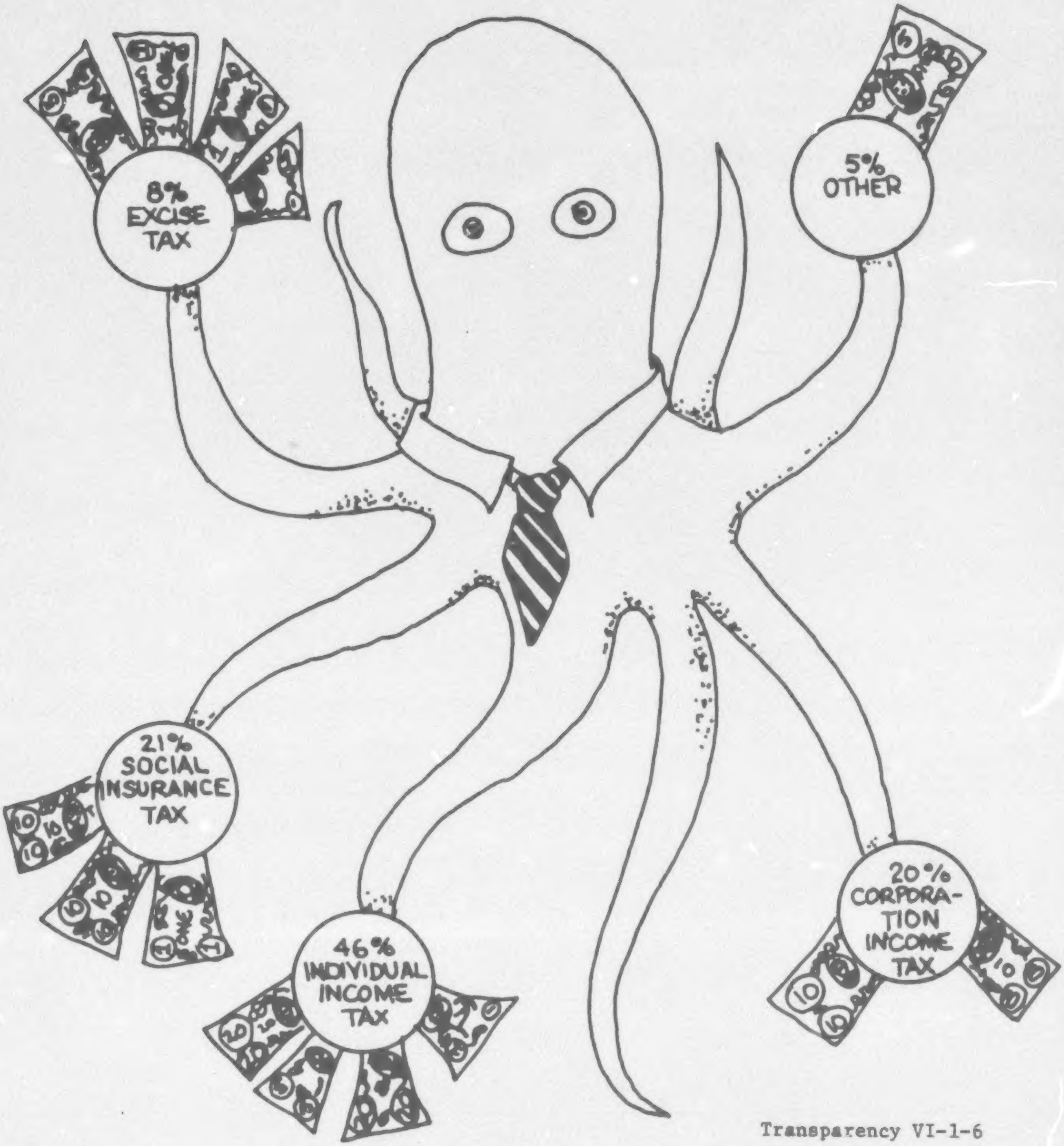
DIRECT: is paid directly to the government by the taxpayers.

INDIRECT: is when taxes are placed on goods and services.



Handout VI-1-5

WHERE THE TAX MONEY COMES FROM



Transparency VI-1-6

SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit VI
Lesson 1

BOOKLETS

Tax Dollars and What They Mean to You. National Research Bureau, Inc., 424 North 3rd Street, Burlington, Iowa, 52601.

Taxes and the Public Interests. Conference on Economics Progress, 1001 Connecticut Avenue, N.W., Washington, D.C., 20036.

Teaching Taxes. U.S. Treasury Department, Internal Revenue Service, Washington, D.C., 20224.

Your Federal Income Tax. U.S. Treasury Department, Internal Revenue Service, Richmond, Virginia 23219.

FILMS

Federal Taxation. This film analyzes the sources and uses of federal tax revenue with emphasis on defense and the general welfare as authorized by the Constitution. 11 minutes, 1966, State.

Teaching Taxes. Internal Revenue Service, Richmond, Virginia, 23219.

PAMPHLETS

Understanding Taxes. Publication #21, Internal Revenue Service, U.S. Treasury Department.

Understanding Taxes. Teacher's Guide Publication #21, Internal Revenue Service, Washington, D.C., 20000.

TRANSPARENCIES

The Income Tax. Set of 20 or more visuals, Visual Products Division, 3M Center St. Paul, Minnesota, 55101, request price.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit VI
Lesson 2

SUBJECT: Filling out Federal, State, and Local Tax Forms

OBJECTIVE: The student will be able to properly complete Federal, State, and local tax forms.

TEACHING AIDS: Overhead projector, opaque projector

MATERIALS: Understanding Taxes, Publication #21, Internal Revenue Service, Washington, D.C.
Forms: federal and state income tax and local property tax for every student.
Transparencies

REFERENCES: Teacher's Guide for Understanding Taxes, Publication #21, I.R.S., Washington, D.C.

I. PREPARATION (of the learner)

Cite a brief case study describing a man who did not fill out his tax forms properly and as a result did not receive all the money to which he was entitled.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Federal Income Tax 1. Who must file 2. When and where to file 3. Where to secure forms 4. Social Security card 5. W-2 forms	Use Understanding Taxes and discuss.
B. Federal Tax Forms 1040 with supporting schedules 1. Exemptions 2. Deductions 3. Joint return	Use opaque projector to show forms and discuss.
C. State Income Tax 1. Who must file 2. When and where to file 3. Where to obtain forms 4. Virginia W-2 forms	Use opaque projector to show forms and discuss.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
D. State Tax Forms 1. Exemptions 2. Deductions 3. Joint return	Use opaque projector to show forms and discuss how to fill out.
E. Local Tax Forms Personal property form 1. When to file 2. Where to file 3. When you must pay 4. Where to obtain	Ask questions and derive answers from class. List the items taxable under personal property. How is personal property tax payed?
F. How to Complete Forms 1. Procedure 2. Keep accurate records 3. Recheck forms for accuracy and signature 4. Must include W-2 and Virginia W-2 forms	

III. APPLICATION

Have students practice filling out their own tax forms on extra forms which you have provided.

IV. TEST

Students properly complete tax forms.

SUGGESTED ACTIVITIES: Have students prepare a bulletin board using the tax forms from this lesson.

SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit VI
Lesson 2

BOOKLETS

Tax Dollars and What They Mean to You. National Research Bureau, Inc., 424 North 3rd Street, Burlington, Iowa 52601.

Taxes and the Public Interest. Conference on Economic Progress, 1001 Connecticut Avenue, N.W., Washington, D.C. 20036.

Teaching Taxes. U.S. Treasury Department, Internal Revenue Service, Washington, D.C. 20224.

Your Federal Income Tax. U.S. Treasury Department, Internal Revenue Service, Richmond, Virginia, 23216.

FILMS

Federal Taxation. This film analyzes the sources and uses of federal tax revenue with emphasis on defense and the general welfare as authorized by the Constitution. 11 minutes, 1966, State.

Teaching Taxes. Internal Revenue Service, Richmond, Virginia 23219.

PAMPHLETS

Understanding Taxes. Publication #21, Internal Revenue Service, U.S. Treasury Department.

Understanding Taxes, Teacher's Guide Publication #21, Internal Revenue Service, Washington, D.C. 20000.

TRANSPARENCIES

The Income Tax. Set of 20 or more visuals. Visual Products Division, 3M Center, St. Paul, Minnesota, 55101. Request price.

IWE I

UNIT VII

BASIC INDUSTRIAL ECONOMICS

Lesson 1. Wages, Prices and Profits in an Industrial Economy

Lesson 2. The Role of Competition in Industry

Lesson 3. Labor Relations

Developed By

William Wyatt
Edward A. Atkins
Roy M. Billingsby

Hugh D. Byrd
Joseph D. Dunker
John B. Moore
Thomas A. Verbeke

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit VII
Lesson 1

SUBJECT: Wages, Prices and Profits in an Industrial Economy

OBJECTIVE: The student will be able to explain how prices, wages and profits are determined.

TEACHING AIDS: Overhead projector

MATERIALS: Transparencies

REFERENCES: Principles of Economics, Clifford James. Barnes and Nobles, New York, New York, 1968.
Consumer Economics, Wilhelms and Heirmer. McGraw-Hill, New York, New York, 1963.

I. PREPARATION (of the learner)

Introduction
1. How do you determine the price of a product?
2. How do employers arrive at wages?
3. Of all the money you receive, how much is profit?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Prices are determined by: 1. Material cost 2. Labor cost 3. Overhead cost 4. Distribution cost 5. Supply and demand	Ask students what determines prices and list factors on the board. Refer to Transparency VII-1-1.
B. Wages are determined by: 1. Supply and demand of labor 2. Unions 3. Wage laws	With the use of a transparency, illustrate how supply and demand of labor, unions and wage laws effects wages paid to employees. Refer to Transparency VII-1-2.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. Profits are determined by: 1. Competition 2. Supply and demand	Have students define competition and have a brief discussion of its effect on profit. See Transparency VII-1-3. See Transparency VII-1-4. List on the board other factors affecting profits: 1. Labor demands 2. Market trends 3. Production cost
D. Necessity of Profits 1. Expansion and updating of business 2. Provides for future needs 3. Incentives a. Owner b. Investor c. Manager d. Employees	Ask: Are profits necessary in business and if so, why? Use transparency to illustrate how profits are distributed within a business. Refer to Transparency VII-1-5.

III. APPLICATION

Select three groups of students. Have one group represent unions, the second group represent management, and the third represent the consumer. By using the role playing technique, have each group bring out problems that would affect prices, wages, and profits.

IV. TEST

The student will match factors affecting prices, wages and profits.

SUGGESTED ACTIVITY:

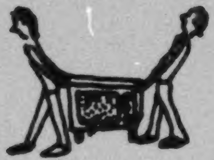
1. Students will be divided up into small groups with each group preparing and presenting to the class one of the wage systems used in industry.
2. Students can list the other financial considerations affecting employment other than wages.
3. Students compete in Bridge Game, VII-1-6.

NEXT LESSON: The Role of Competition in Industry

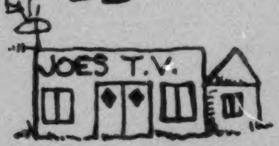
WHAT DETERMINES PRICE?

1. MATERIAL COST

2. LABOR COST

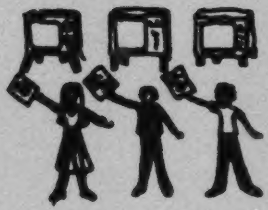


3. OVERHEAD COST



4. DISTRIBUTION

5. SUPPLY AND DEMAND



Transparency VII-1-1

WHAT DETERMINES WAGES ? $$$

BILL
247420

WAGE LAWS

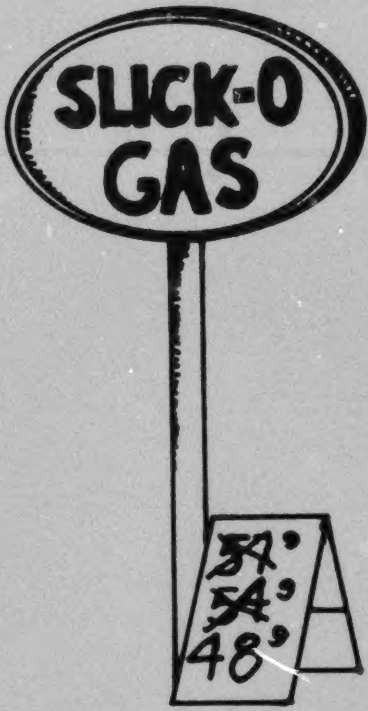
SUPPLY AND DEMAND FOR LABOR

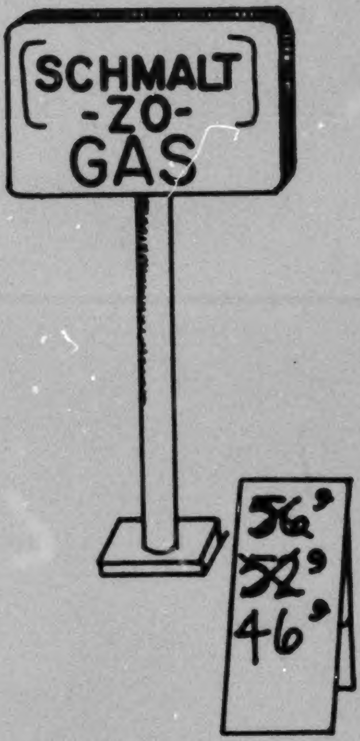
AFL - CIO
TEAMSTERS UNION 443

UNIONS

Transparency VII-1-2

PROFITS ARE DETERMINED BY...

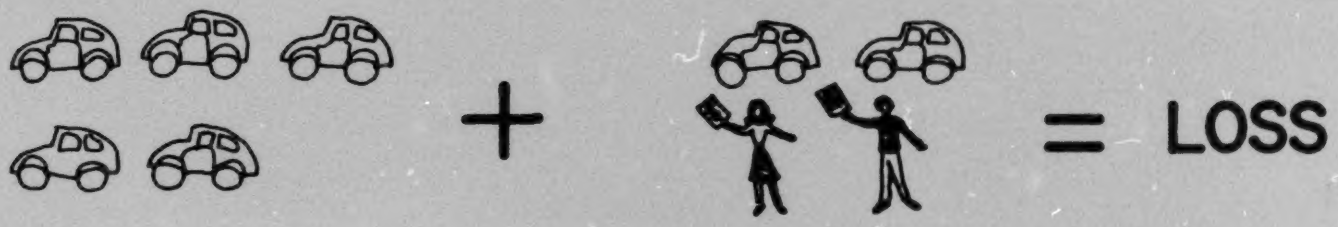

SLICK-O GAS
~~57~~9
~~54~~9
48 9


SCHMALT -ZO- GAS
~~56~~9
~~52~~9
46 9

COMPETITION!

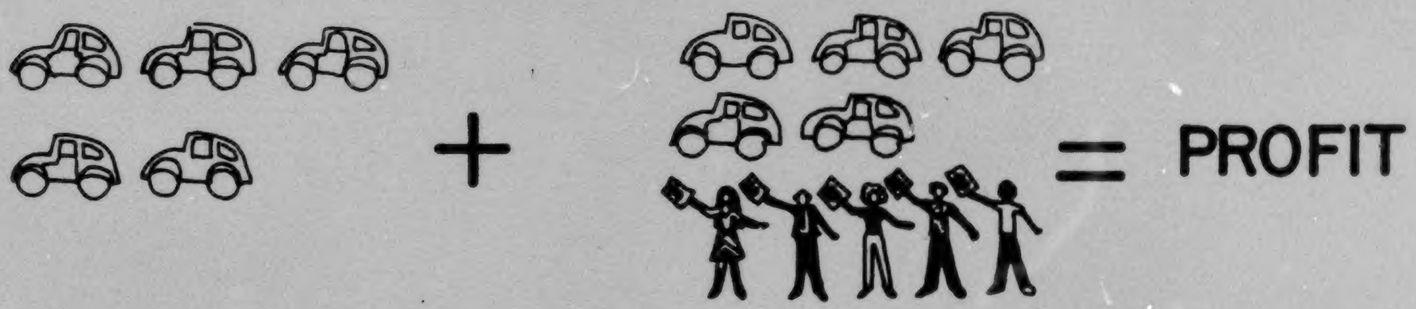
Transparency VII-1-3

PROFITS ARE DETERMINED BY SUPPLY AND DEMAND



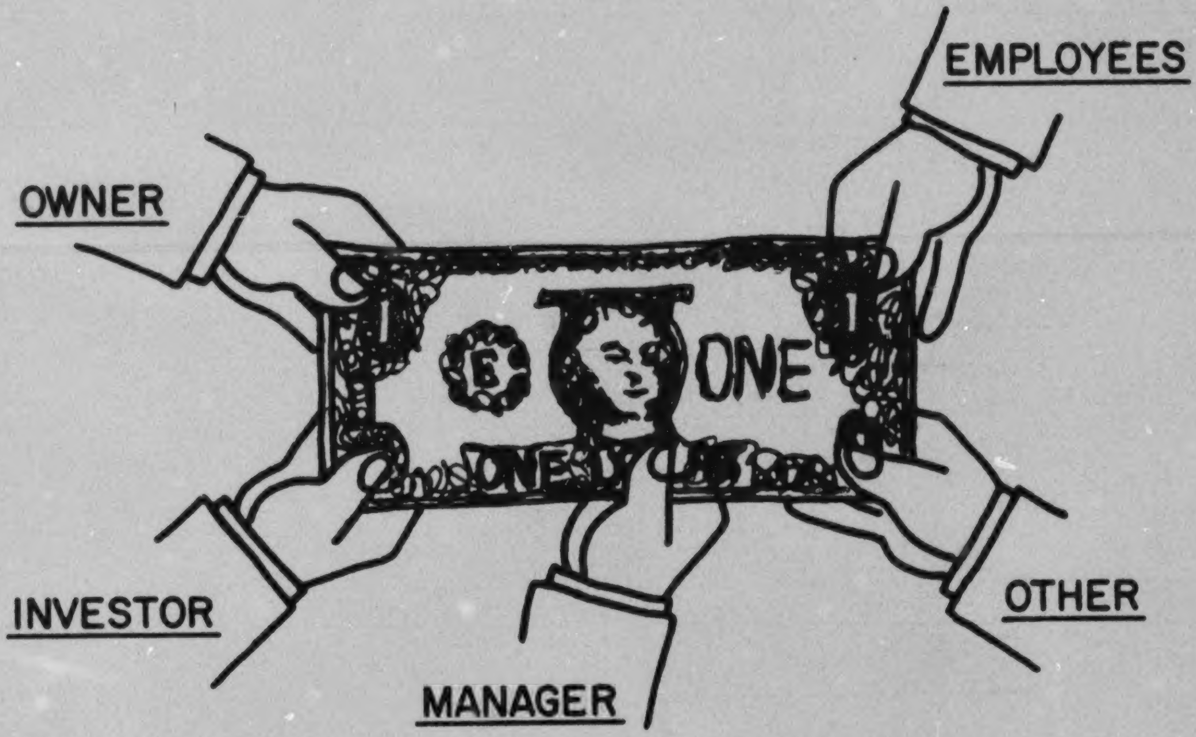
= LOSS

PRODUCTION **DEMAND**



= PROFIT

WHERE DO PROFITS GO ?


EMPLOYEES
OWNER
E
ONE
ONE
INVESTOR
OTHER
MANAGER

Transparency VII-1-5

THE BRIDGE GAME

Follow directions on bridge game manufactured by Training Development Center, Sterling Institute.

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit VII
Lesson 1

BOOKS

Day and Bexa, Money and Income, Oxford University Press, New York, New York 10001, 1960.

Dood, Kennedy, and Olsen, Applied Economics, Southwestern Publishing Company, Cincinnati, Ohio, 45202, 1962.

Feir, Richard, Economics for Everyone Living, College Entrance Book Store, New York, New York, 10001, 1066.

Leith and Lumpkins, Economics, U.S.A., McGraw-Hill, 330 West 42nd Street, New York, New York, 10001.

Samuelson, Paul A., Economics, McGraw-Hill, 330 West 42nd Street, New York, New York, 10001.

Wilhelms, Heimer, Jelley and Herbert, Consumer Economics, Gregg Division McGraw-Hill, 330 West 42nd Street, New York, New York, 10001.

BOOKLETS

American Battle for Abundance, A Story of Mass Production, General Motors, Detroit, Michigan, 48233.

Industry's Profits, National Association of Manufacturers, 2 East 48th Street, New York, New York, 10001.

Inflation, It's Causes and Effects, The Joint Council of Economics Education, 2 West 46th Street, New York, New York, 10001.

Prices, Profits, and Wages, Chamber of Commerce Industrial Council, 121 South Broad Street, Philadelphia, Pennsylvania, 19104.

Profits at Work, The Industrial Relations Center, University of Chicago, Illinois, 60607.

Wages and Prices in an Industrial Economy, National Association of Manufacturers, 2 East 48th Street, New York, New York, 10017.

Films

Economic Growth, National Association of Manufacturers, Film Bureau, 277 Park Avenue, New York, New York, 10001.

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit VII
Lesson 1

FILMS (continued)

Equation for Profit, describes the economic growth involved in moving earth and relates these factors to the operation of a 15.5 yard scraper, 20 minutes, color, General Motors, Box 177, North End Station, Detroit, Michigan, 48233.

Let's Face It, Part I, shows the power of consumers over business, covers the five basic factors of production. 20 minutes, 1951, State.

Let's Face It, Part II, stresses cooperation of labor and management to increase production for their own welfare. Covers job improvement. 16 minutes, 1951, State.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit VII
Lesson 2

SUBJECT: The Role of Competition in Industry

OBJECTIVE: The student will be able to list factors affecting competition. The student will be able to define principal terms related to competition.

TEACHING AIDS: Games: High Bid, Monopoly, Acquire

MATERIALS: Pretest (Refer to Pretest VII-2-1)

REFERENCES: Consumer Economics, Wilhelms, Heirmer, Jelley and Herbert, Gregg Division, McGraw-Hill, New York, New York, 1963.
Principal of Economics, Clifford James, Barnes and Nobles, New York, New York, 1968.

I. PREPARATION (of the learner)

Introduction
Pretest (Refer to Pretest VII-2-1)
Ask the students what is competition and give some examples of various types of competition.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Terms to be defined: 1. Monopoly a. Public b. Private	Pass out previously prepared list of terms. Define and discuss each with the class.
2. Competition 3. Normal run	Refer to Handout VII-2-2.
4. Long run 5. Copyright 6. Patent 7. Franchise	Leading Question: "Should we buy foreign cars?"
B. Why competition is desirable 1. Efficiency is increased 2. Costs are lowered 3. Prices are fairer	Ask the class what are some of the advantages and disadvantages of competition and list each on the board.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. What competition involves 1. Labor 2. Management 3. Capital 4. Materials 5. Prices 6. Cost 7. Markets	List on the board and discuss with the class the major elements involved in competition. Refer to Handout VII-2-2. Ask: Should labor get more of the profit?
D. Monopolies 1. How they originated a. Private monopolies (1) Superior skill(s) (2) Privilege (3) Ownership of capital (4) Control of materials (5) Control of processes (patents and copyrights) b. Public monopolies (1) Owned by the city, county and state governments (2) Utilities controlled (regulated)by governmental agencies 2. Advantages a. Consumer b. Company 3. Disadvantages a. Consumer b. Company 4. Factors affecting monopoly's prices a. Uncertainty of demand b. Possible substitutes c. Possible competition d. Fear of public (governmental control)	Provide background information on the development of both private and public monopolies. Examples, Xerox, ATT Ask: What would happen if there were no public monopolies? List on the board examples of public monopolies: 1. Telephone 2. Electric 3. Gas 4. Water List on the board both the advantages and disadvantages of monopolies to both the consumer and company.

III. APPLICATION

A. Have the students debate the pros and cons of competition.

B. Have the students debate the pros and cons of having all telephone service controlled by one company.

IV. TEST

The student will be asked to list factors affecting competition and define principal terms related to competition.

SUGGESTED ACTIVITY: Have students make up a list of examples of all new terms used. Example: monopoly; Vepco.

NEXT LESSON: Labor Relations

Name: ______________________ Date: ______________________

Instructor: ______________________ Period: ______________________

PRETEST

The Role of Competition in Industry

Instructions: Based on your knowledge and experiences, answer the questions below to the best of your ability.
The section on definitions should be completed as each term is covered by the instructor and discussed by the class.

1. What is competition and what effect does it have on business?

2. List two (2) examples of business monopolies. (Public or Private)

3. What are some of the differences between public and private monopolies?

Name: ____________________ Date: ____________________

Instructor: ____________________ Period: ____________________

IMPORTANT TERMS
TO DEFINE

a. Monopoly:

b. Competition:

c. Normal Run:

d. Long Run:

e. Copyright:

f. Patent:

g. Franchise:

h. Labor:

i. Management:

j. Capital:

k. Materials:

l. Prices:

m. Costs:

n. Markets

Handout VII-2-2

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit VII
Lesson 2

BOOKS

Wilhelms, Heirmer, Jelley and Herbert, Consumer Economics. Gregg Division of McGraw-Hill, 330 West 42nd Street, New York, New York, 10001.

Samuelson, Paul A., Economics. McGraw-Hill, 330 West 42nd Street, New York, New York, 10001.

Leith and Lumpkins, Economics. McGraw-Hill, 330 West 42nd Street, New York, New York, 10001.

BOOKLETS

Attracting and Holding Customers. National Cash Register Company, Merchants Service, Dayton, Ohio, 45401, no charge.

Competition Prices in Action. The Joint Council of Economics Education, 2 West 46th Street, New York, New York, 10036, 50¢.

Modern Marketing Strategy, New American Library, Inc., 1301 New Hampshire, Avenue of the Americas, New York, New York, 10001, 95¢.

Productivity and Production in Industry. National Association of Manufacturers, Educational Department, 2 East 48th Street, New York, New York, 10017.

FILMS

The Anatomy of Free Enterprise. Thomas and Lincoln, Professors of Economics at Claremont Men's College, trace the powers of the market to reflect the free choice of the buyer in what we produce, how we produce it and how we distribute it. 20 minutes, 1967, State.

Competition in Business. This film explores the concept underlying business competition and shows how competition and its key factors are basic to our free enterprise. 14 minutes, 1966, State.

Government and the Market. National Association of Manufacturers, Film Bureau, 277 Park Avenue, New York, New York, 10001.

It's Everybody's Business. Explains how profits and individual investment creates jobs. Stresses the fact that competition keeps values high. 22 minutes, 1954, State.

The Story of Wholesale Marketing. This film follows the basic activities of one work day at the wholesale product market. Introduces the elementary concepts of economics and public health. 11 minutes, 1965, State.

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit VII
Lesson 2

FILMS (continued)

This is Advertising. The importance of competition through advertising. 27 minutes, 1962, State.

GAMES

High Bid - 3M Company

Monopoly - Parker Brothers

Acquire - 3M Company

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit VII
Lesson 3

SUBJECT: Labor Relations

OBJECTIVE: The student will identify the advantages and disadvantages of labor unions.
The student will be able to identify principal terms concerning labor.

TEACHING AIDS: Overhead projector

MATERIALS: Transparencies and organizational chart of AFL-CIO; pamphlet entitled "Why Unions", Publication #20, AFL-CIO, Washington, D.C.

REFERENCES: Management Rights and Union Interest, Margaret K. Chandler, McGraw-Hill, 1964.
Handbook for Young Workers, Bulletin #271, U.S. Department of Labor, U.S. Government Printing Office, Washington, D.C., 1965.
Collective Bargaining, Publication #136, AFL-CIO, Washington, D.C. 1965.

I. PREPARATION (of the learner)

Introduction

1. Whom do you know who belongs to a union?
2. You are the boss and your friends are the workers. How do you settle problems?
3. How do the workers and the boss work together so that they both make more money?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. The Union	Use overhead projector: display AFL-CIO chart and discuss contents with students.
1. Brief history	
2. Growth	
3. Advantages of membership	Illustrate to students by use of transparencies: Growth of unions - Transparency VII-3-1; Craft Unions - Transparency VII-3-2.
4. Accomplishments	
5. Disadvantages of membership	
6. How it functions	
a. Organizations	
b. Types	What is a union contract? Transparency VII-3-3.
c. Area covered	
d. Dues	

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
B. Collective Bargaining 1. How it functions 2. Why it functions	Illustrate and discuss the advantages and disadvantages of collective bargaining.
3. Importance of labor 4. Importance of management	Refer to Transparency VII-3-4.
5. Terms a. Arbitration b. Mediation c. Open Shop-"Right To Work Law"	Relate bargaining to labor, management, and the consumer by having students discuss the effects they have on each other.
d. Closed shop e. NLRB f. Union shop g. Strike	Have students offer advantages from their standpoint with regards to collective bargaining.
h. Picket i. Boycott j. "Cooling off" period	List major terms of labor relations on the board and give a brief definition of each term. Ask students to cite examples of unions in the area.

III. APPLICATION

1. Have the students discuss the advantages and disadvantages of unions and labor organizations in general.
2. Discuss the advantages and disadvantages of Virginia's Right to Work Law.

IV. TEST

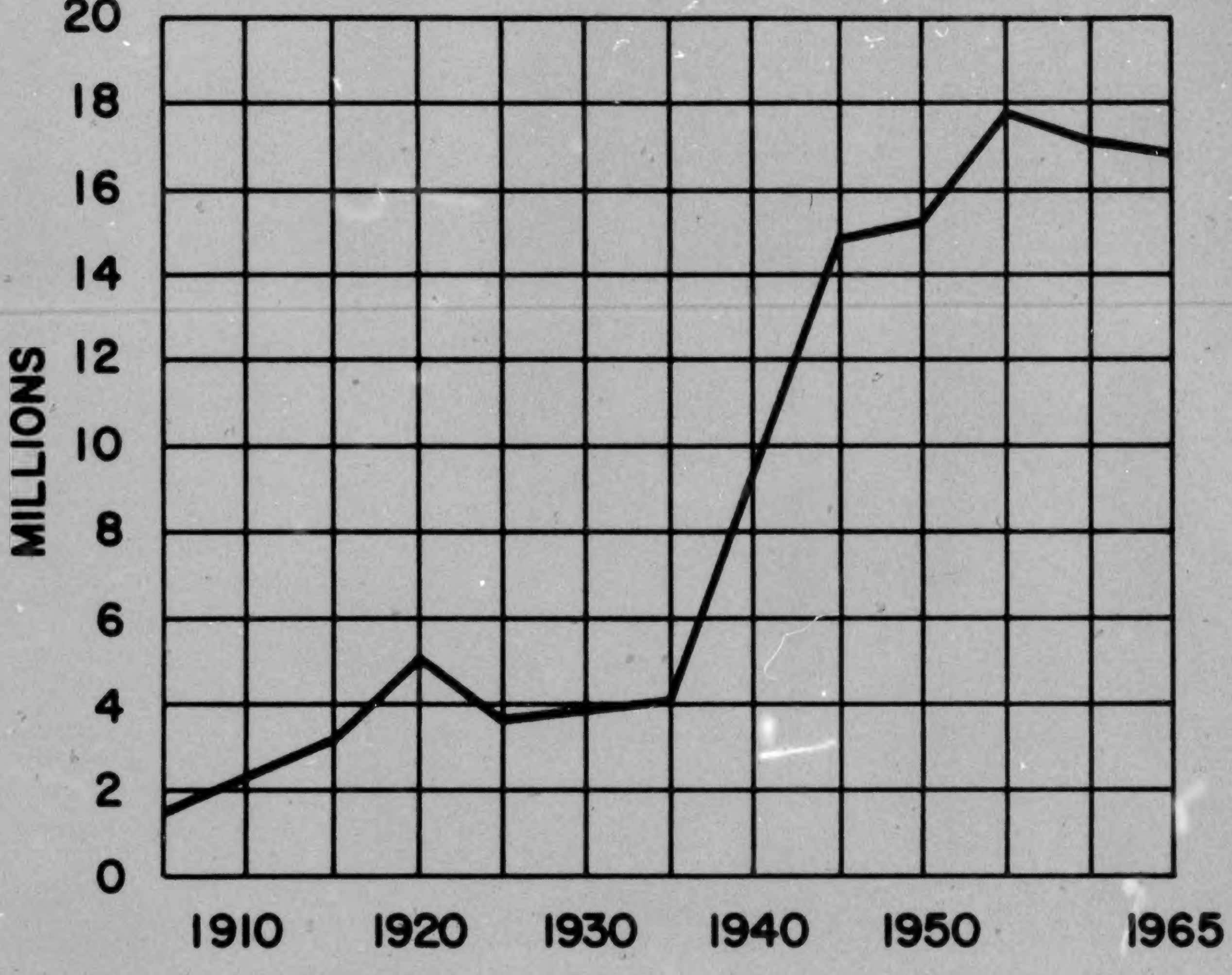
A. The students will identify the advantages and disadvantages of unions.
B. The students will match principal terms concerning labor with their definitions.

SUGGESTED ACTIVITY:

A. Bring in local union and management officials to discuss labor unions.
B. Have a role playing problem between the boss and the workers concerning wage-time per day; week-end work.

NEXT LESSON: Money, and Banking and Consumer Law

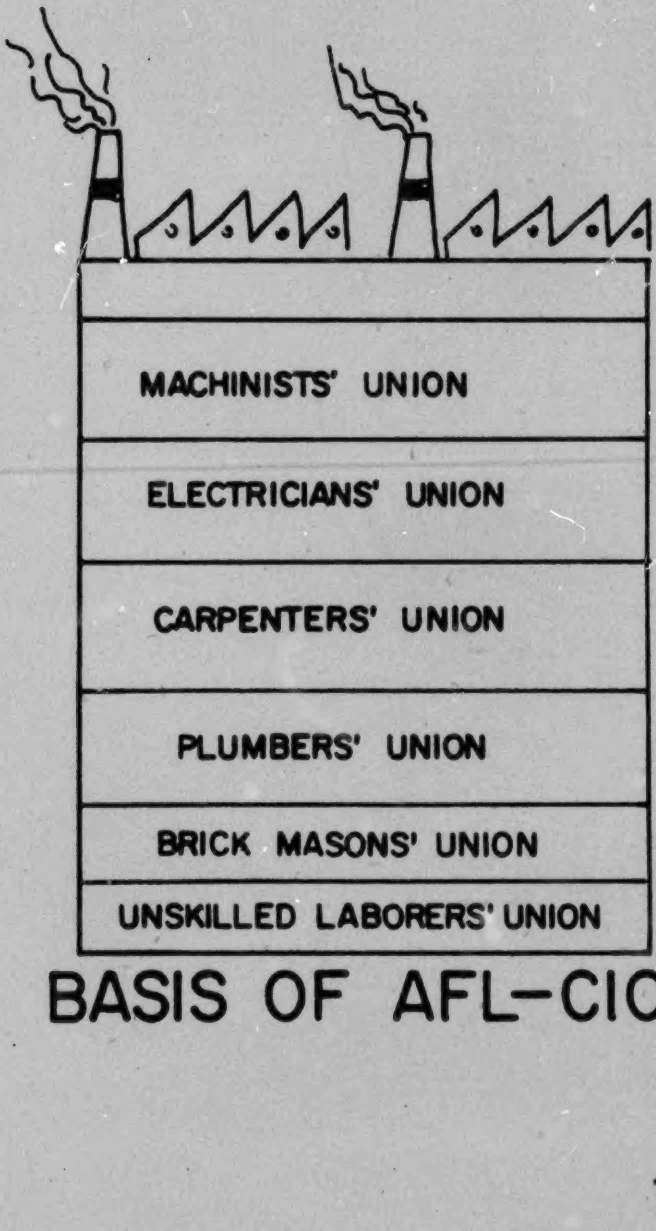
GROWTH OF MEMBERSHIP IN LABOR ORGANIZATIONS



Transparency VII-3-1

CRAFT UNIONS

ORGANIZED BY TYPE OF WORK PERFORMED



MACHINISTS' UNION

ELECTRICIANS' UNION

CARPENTERS' UNION

PLUMBERS' UNION

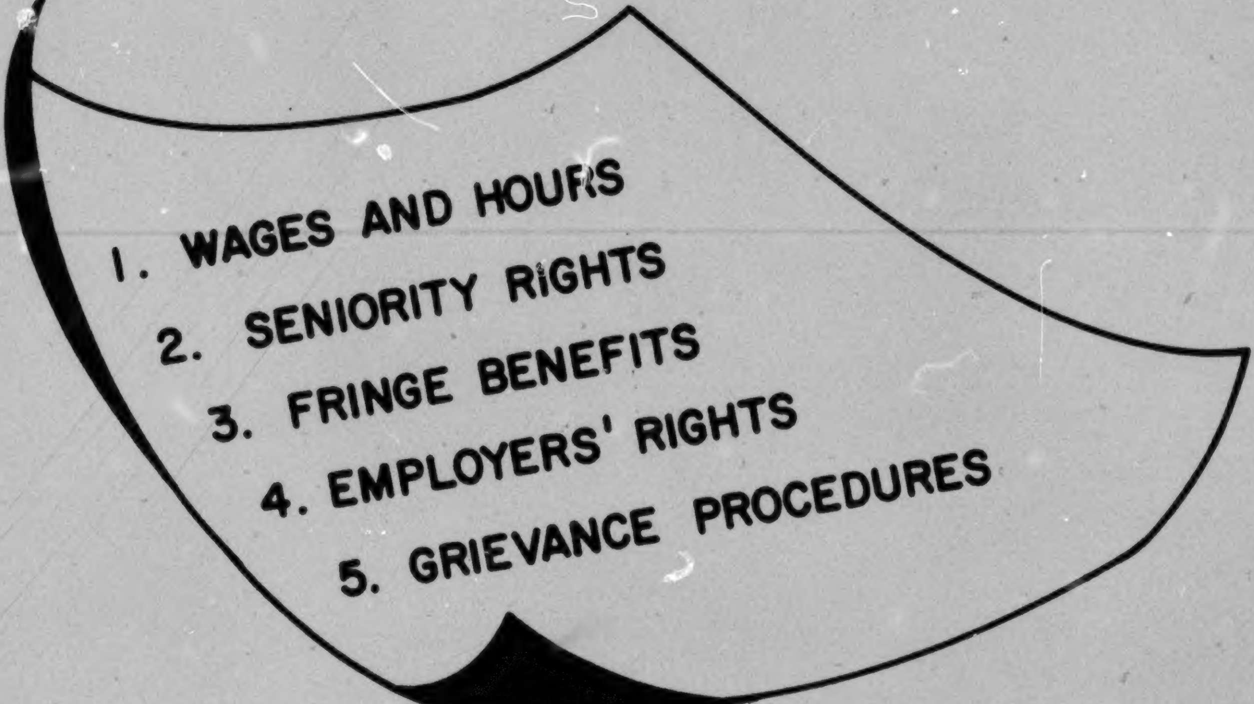
BRICK MASONS' UNION

UNSKILLED LABORERS' UNION

BASIS OF AFL-CIO

Transparency VII-3-2

WHAT IS IN A UNION CONTRACT?



1. WAGES AND HOURS
2. SENIORITY RIGHTS
3. FRINGE BENEFITS
4. EMPLOYERS' RIGHTS
5. GRIEVANCE PROCEDURES

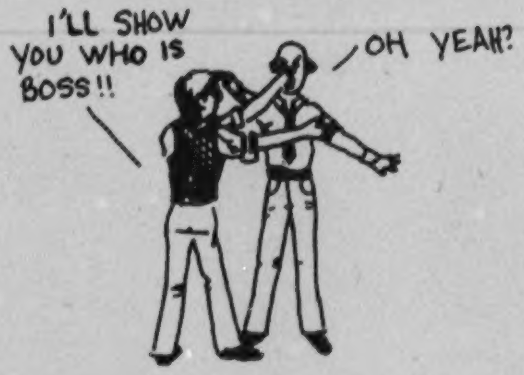
Transparency VII-3-3

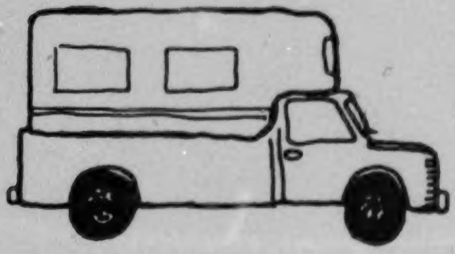
COLLECTIVE BARGAINING HAS BROUGHT...

HIGHER WAGES

SHORTER HOURS

ORDERLY
GRIEVANCE
PROCEDURES


I'LL SHOW YOU WHO IS BOSS!!
OH YEAH?



VACATIONS
WITH PAY

Transparency VII-3-4

SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit VII
Lesson 3

BOOKS

Black, James., Developing Competent Subordinates. American Management Association, 1515 Broadway, New York, New York, 10001, 1961.

Bloom, Gordon F., Economics of Labor Relations, Irwin Press, Homewood, Illinois, 60430, 1965.

Chandler, Margaret K., Management Rights and Union Interests. McGraw-Hill, 330 West 42nd Street, New York, New York, 10001, 1964.

Galenson, Walter, Labor and Trade Unionism. Wiley, New York, New York, 10001, 1960.

Gitlow, Abraham, Labor and Industrial Society. Irwin Press, Homewood, Illinois 60430, 1963.

Johnson, Rossall, Personnel and Industrial Relations. Irwin Press, Homewood, Illinois, 60430, 1960.

Kerr, Clark, Labor and Management in Industrial Society. Anchor Brooks, Garden City, New York, 11530, 1964.

Owens, Williams, Labor Relations. Appleton-Croft, New York, New York, 10001, 1964.

Reynolds, Lloyd, Labor Economics and Labor Relations. Prentice-Hall, Englewood Cliffs, New York, 07631, 1964.

Selekman, Benjamin, Problems in Labor Relations, McGraw-Hill, 330 West 42nd Street, New York, 10001, 1964.

Vollmer, Howard M., Employee Rights and the Employment Relationship. Institute of Labor Relations, University of California, Berkeley, California, 97400, 1960.

BOOKLETS

AFL-CIO Code of Ethical Practices, AFL-CIO Department of Publications, Pamphlet Division, 815-16th Street, N.W., Washington, D.C., 20006.

Labor in Learning, University of California, Los Angeles, California, 9244 Social Science, Building, 90024.

Compulsory Arbitration, National Association of Manufacturers, 2 East 48th Street, New York, New York, 10017.

SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit VII
Lesson 3

BOOKLETS (continued)

A Short History of Labor, William Stull. D.E. Coordinator, Benton Harbor High School, Benton Harbor, Michigan, 49022.

Why Unions? AFL-CIO, Department of Publications, 185-186th Street, Washington, D.C., 20000, Publication #41.

What Organized Labor Expects of Management. National Association of Manufacturers, 2 East 48th Street, New York, New York, 10001.

This is the AFL-CIO, Publication #20, AFL-CIO, Department of Publications, 815-816th Street, Washington, D.C., 20000.

FILMS

The Grievance. Illustrates and explains the relationship between union and management. 16 MM, 30 minutes, 1968, Canadian Embassy, 1746 Massachusetts Avenue, Washington, D.C., 20000.

The Rise of Organized Labor. This film presents the essential facts relating to the rise of organized labor with special emphasis on the conditions and organizations which contributed to the present labor movement. 18 Minutes, 1960, State.

The Structure of Unions. A cartoon describing the organization of labor unions today. 11 minutes, Business Education Films, Brooklyn, New York, 11201.

It's Everybody's Business. Illustrates how freedoms guaranteed by the Constitution have enabled American business and labor to outproduce the world. 22 minutes, 1954, State.

IWE - I

UNIT VIII

MONEY MANAGEMENT AND BANKING

Lesson 1. Managing Money

Lesson 2. Using Bank Services

Lesson 3. Using Your Checking Account

Developed by

J. D. Dunker

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit VIII
Lesson 1

SUBJECT: Managing Money

OBJECTIVES: The student will be able to identify reasons for preparing a budget.
The student will be able to identify the information needed to prepare a budget.
The student will be able to plan a program of spending.

TEACHING AIDS: Overhead projector, pretest, 16 MM projector

MATERIALS: Transparencies, handouts, pretest, film: Beginning Responsibility: Using Money Wisely, 11 minutes, Virginia State Department of Education. Game of Life, Milton Bradley Company, Springfield, Massachusetts.

REFERENCES: Succeeding in the World of Work. McKnight and McKnight Publishing Company, 1970, Bloomington, Illinois.

I. PREPARATION (for the learner)

Pretest (Refer to Pretest VIII-1-1)
Have students prepare their own budget on $350 per month. Then discuss.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. What is a budget? (Spending plan for managing money.)	Refer to Handouts VIII-1-2, VIII-1-3 and discuss with class to determine what a budget actually is.
B. Why have a budget? 1. It will force you to establish goals in using your money. 2. It will help you live on the money you earn. 3. Helps eliminate wasteful habits of spending money. 4. Helps achieve long-range goals. 5. Helps develop ability in money management.	Refer to Transparencies VIII-1-5 and VIII-1-6. Show film, Beginning Responsibility: Using Money Wisely.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. The Basis of your budget.	STRESS: Income is take home pay.
1. Income	Show how to estimate yearly income.
2. Expenses	List future fixed expenses.
a. Future fixed expenses	Refer to Handout VIII-1-7.
b. Future flexible expenses	List future flexible expenses.
c. Daily expenses	Refer to Handout VIII-1-8.
	List daily expenses.
	Refer to Handout VIII-1-9.

III. APPLICATION

Prepare a personal budget. Refer to Handout VIII-1-10.

SUGGESTED ACTIVITIES:

Discuss Chapter 8 in *Succeeding in the World of Work*.
Discuss budgeting with your parents and find out what procedures they use in their spending plan.
Game of Life (student participation).

NEXT LESSON: Using Bank Services

PRETEST

Managing Money

True or False. Circle one.

T F 1. A budget is a systematic means of planning the spending of income so as to gain the maximum amount of satisfaction from it.

T F 2. The percentage of outlay for clothing is approximately the same, whatever the income.

T F 3. If your income is small, you should not consider a budget.

T F 4. Extra income such as gifts should not be included in your budget.

T F 5. A budget should include the money that you are planning to save for the future.

Managing Money

Connie Martin

Connie Martin is 16 years old and a junior at Washington High School. She lives within a few blocks of the school with her father and mother, Fred and Majorie Martin; her brother, Larry; and her sister, Linda. Larry is 14 years old and a freshman at Washington. Both Connie and Larry walk to school each day. Linda attends Lincoln School which is eight blocks from their home on West Sycamore Street.

Fred Martin is a carpenter. Bad weather and strikes have caused Fred to lose considerable work time the last three years, and the family has found it necessary to adjust the budget several times.

Connie has been given a small allowance for school supplies and clothing. Any extra money Connie has for luxuries and entertainment must come from her own earnings. She has been earning and saving some of her money for the last two years. Connie understands that the family financial picture is not too bright at the present time and that she will need to be responsible for herself after graduation from high school.

Connie has studied the occupations that are available to young women, and cosmetology appears to be very interesting. Connie's friend, Jane, has an older sister who is a licensed cosmetologist; and Connie enjoys visiting her shop.

After discussing future goals with her school counselor, her mother and father, and with her friends, Connie has decided to take a cosmetology course after graduating.

The cost of a cosmetology course is about $800. Connie has started saving one-half of the money she earns working at the public library three hours after school each day. With the additional money Connie makes baby-sitting, she expects to have the $800 saved before graduation. Is this a realistic goal?

Managing Money

Helen Lane

Helen Lane had always wanted to become a secretary. Even as a high school freshman, she had informed her typing teacher of plans to become a legal secretary. Helen lived with her parents on a large ranch in Kansas. Helen's mother encouraged her to prepare for secretarial work by attending the Northern Area Vocational School.

The idea of leaving the ranch where she had lived all her life to live in a small apartment was frightening to Helen, who had graduated from the small Madison County Rural High School last June. Only Helen's strong determination could force her into this new level of responsibility where she would need to be completely independent.

Helen found a small apartment about five blocks from the school. She selected the apartment on Maple Street because it was about equal distance to the shopping center and to the school. It was very important to live near the shopping center since Helen didn't want to be bothered with a car. A shopping center with a bank, a number of stores, and a restaurant would serve her needs quite well. The apartment was furnished with just about everything a student would need in furniture and in appliances. Helen enjoyed entertaining the students in her class by cooking special dishes.

After four months of managing her affairs, Helen found she was quite capable at managing a budget, buying food and clothing, and maintaining the apartment. Her mother and father were proud of the ability she displayed.

Managing for herself was easy for Helen because she had had practice. Her mother and father had encouraged self reliance. Helen had also received instruction which built her confidence. The study of consumer education in homemaking classes had been very useful, as was the study of budgeting in high school business courses. Helen's success was partly because she knew how to plan. Helen not only knew how to keep accounts; she knew how to be a good consumer. The allowance Helen's father sent her each month was more than adequate.

Handout VIII-1-3

Managing Money

Phil and Mary Kirby

Phil and Mary Kirby had wanted to buy their own home for several years. Only recently had they been able to save enough money for a down payment on a new home in the North Hill addition. Phil and Mary had been married for six years. Phil, who is 29, liked to live in the three room apartment on Tenth Street because it was close to the plant where he worked.

Mary, who is a nurse, had worked at the Memorial Hospital for the first three years after marriage. Now that Bruce, their two-year-old son, needed more room to play, they were anxious to find a small home. Six months ago they found a small, three bedroom home on Kennedy Street in North Hills. The planning for selecting, financing, and contracting for the house was done over a number of months. With Phil's latest raise in salary, they were sure that they could pay off the mortgage in twenty years.

After Phil and Mary had reviewed their budget plan several times, they visited Mr. Jones at the First National Bank. He reviewed their financial situation and recommended that they pay no more than $175 per month on house payments. He also recommended that they be given a loan and promised to help in appraising the property.

The little house on Kennedy Street was the best they could find to fit their particular needs and still be within their financial range. A check list to be used in buying a house was furnished by their bank. According to the check list, it appeared the house had a good location for their needs. A school was within five blocks, and the neighborhood appeared to be quiet, with few busy streets. Most of the houses in the addition were less than three years old and were occupied by young families. The exterior of the house was in good condition, newly painted and well landscaped.

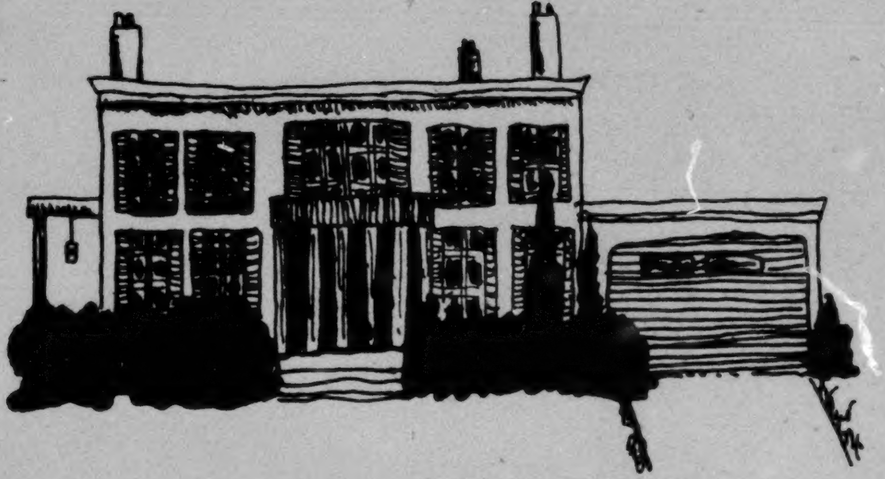
The interior of the house also was in good condition, but a little painting was needed before occupancy. The room arrangement was satisfactory; all equipment and appliances were a good brand and were nearly new.

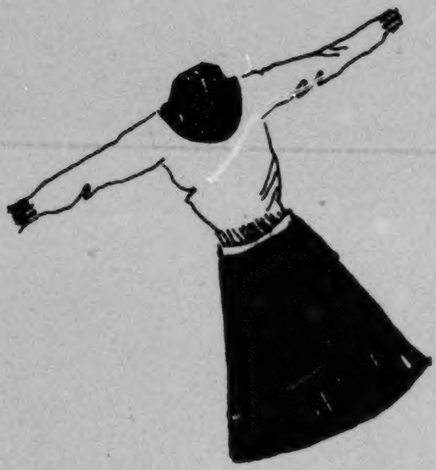
Phil and Mary like the house even more after moving in four months ago. The payments of $160 per month were not easy to make; so a number of cuts in spending had to be made. The family budget for recreation was reduced by dropping their membership in the country club. It would not be possible to pay dues each month as they had before. After three monthly payments were paid, it seemed that by using savings for a 20% down payment and using 25% of their earnings based on an average of the last three years, Phil and Mary would not be overburdened with their payments. They had shown considerable responsibility in planning and buying of their first home.

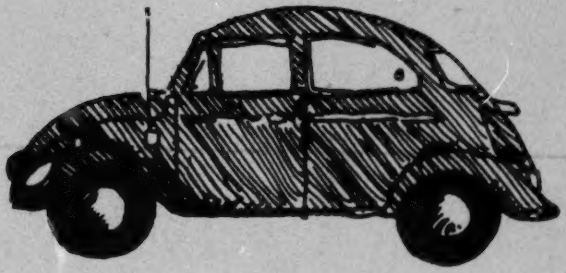
Phil and Mary acted wisely in managing their money. First, they saved enough money to make a good down payment. Second, they planned their spending and selected a house within their financial ability. Responsibility in financial matters is extremely important to the young family.

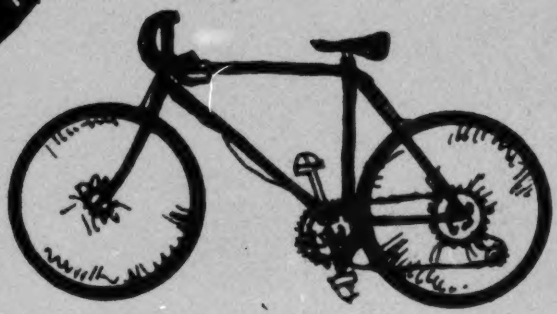
Handout VIII-1-4

MANAGE YOUR MONEY FOR THINGS YOU WANT.



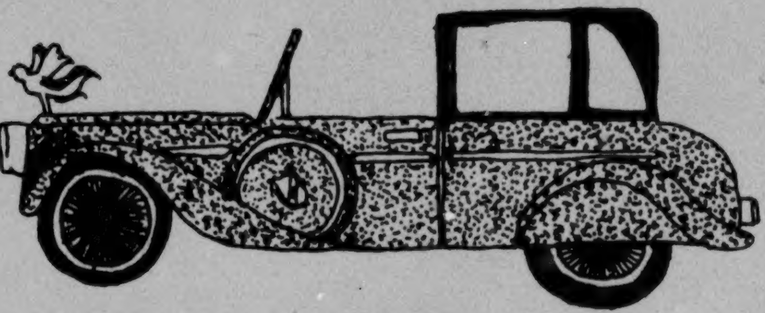




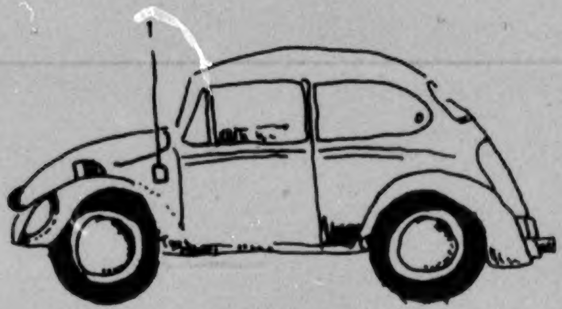


Transparency VIII-1-5

IT IS IMPORTANT TO LIVE WITHIN ONE'S MEANS



DON'T BUY THIS—



WHEN THIS IS WHAT YOU
CAN AFFORD!

Transparency VIII-1-6

Managing Money

Fixed Expenses

Taxes
- Federal income tax
- State income tax
- Property tax

Monthly Rent or Mortgage Payments

Utilities
- Telephone
- Gas
- Electricity
- Water
- Fuel

Insurance
- Life
- Health and accident
- Hospitalization
- Fire and theft
- Automobile
  - Property--Personal
  - Social security
  - Others

Investments Toward Retirement

Union Dues

Regular Payments
- Interest on loans
- On furniture or equipment
- On car
- Christmas Club

Car Licenses--State and City

School Tuition, Textbooks and Fees

Handout VIII-1-7

Managing Money

Future Flexible Budget Items

Clothing

Home Furnishings and Household Equipment--including repairs

Home Improvement--including equipment and repairs

Contributions
- Church
- Charities
- Civic Groups
- Professional Groups
- Fraternal Groups
- Social Clubs

Annual Subscriptions
- Magazines
- Papers

Medical and Dental Care--not covered by insurance, including medicines

Entertainment--including hobbies, unless included under personal allowances or day-to-day expenses

Gifts
- Birthdays
- Wedding and Anniversaries
- Christmas
- Babies
- Graduation

Cushion--for the unexpected and emergencies

Handout VIII-1-8

Managing Money

Day-to-Day Living Costs

Car Upkeep and Transportation

Entertainment

- Extra food
- Travel
- Bowling
- Dating
- Parties
- Stereo tapes or records
- Movies
- Sports
- Hobbies

Family Personals

- Toothpaste
- First Aid
- Shaving Supplies
- Cosmetics

Food

- Meals Eaten at Home
- Meals Eaten out

Household Help (Future)

- Care of House
- Care of Yard
- Care of Baby

Laundry: Dry Cleaning: Clothing Repairs

Stationery, Postage, Newspapers

Clothing, Shoes

Managing Money

A Trial Plan

	For one budget period	For one year
Income: Subtract Future Fixed Expenses		
Balance: Subtract Future Flexible Expenses		
Balance:		
Balance: Subtract Day-to-Day Living Costs		
Savings For Goals		

Handout VIII-1-10

SUPPLEMENTAL TEACHING MATERIALS FOR IWE GENERALLY RELATED LESSONS

Unit VIII
Lesson 1

BOOKS

Day and Beza, Money and Income. New York: Oxford U. Press, 1960.

Dodd, Kennedy and Olsen, Applied Economics. Cincinnati, Ohio: Southwestern Publishing Company, 1962.

Feir, Richard, Economics for Everyday Living. New York: College Entrance Book Co., 1966.

Leith and Lumpkin, Economics. McGraw-Hill, New York, New York.

Samuelson, Paul A., Economics. McGraw-Hill, New York, New York.

Wilhelms, Heirmer, Jelley and Herbert, Consumer Economics. McGraw-Hill, New York, New York.

BOOKLETS

Coins and Currency. Federal Reserve Bank of New York, 33 Liberty Street, New York, New York, 10045.

Facts About U.S. Money. U.S. Treasury Department, Office of Information, Washington, D.C., 20224 (free).

Fundamental Facts About U.S. Money. Federal Reserve Bank of Atlanta Bank and Public Services Department, Atlanta, Georgia, 30304.

How Much is Your Money Worth? William Frederick Press, 55 East 16th Street, New York, New York, 20028, 30¢.

Keeping Our Money Healthy. Federal Reserve Bank of New York.

Let's Learn Money. Virginia Bankers Association, Box 462, Richmond, Virginia 23203.

The Mystery of Money. National Research Bureau, Inc., 424 North 3rd Street, Burlington, Iowa, 52601.

Open Market Operations. Federal Reserve Bank of New York Public Information, Federal Reserve, P.O. Station, New York, New York, 10045 (free).

What Interest Does for You. National Research Bureau, Inc., (free). 424 North 3rd Street, Burlington, Iowa, 52601.

What is Money? Virginia Bankers Association, Box 462, Richmond, Virginia, 23203.

SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit VIII
Lesson 1

BOOKLETS (continued)

Planning Financial Security for the Family. Extension Division, Cooperative Extension Service, Virginia Polytechnic Institute and State University, Blacksburg, Virginia, 24061.

Managing Your Money. Literary Cavalcade, 902 Sylvan Avenue, Englewood Cliffs, New Jersey, 07632.

PAMPHLETS

A.B.A. Film Guide. Lists 134 films on various aspects of banking. American Banking Association.

Our Money System. Cornet Company, 65 East South Water Street, Chicago, Illinois.

Understanding the Dollar. How money changes in value and the effect of this change on our economic system. 11 minutes, 1966, State.

What is Money? Follows the daily journey of a $5 bill through many transactions. 11 minutes, 1947, State.

Moderns Make Money Behave. Education Division, Institute of Life Insurance, New York, New York, 10001.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit VIII
Lesson 2

SUBJECT: Using Bank Services

OBJECTIVES: Students will be able to discuss and explain the various services available to them at their bank.
Students will be able to discuss the functions of a bank and the different types of banks.

TEACHING AIDS: Overhead projector, opaque projector, 16 MM projector

MATERIALS: Transparencies; booklet, "How to do Your Banking," available from Bank Marketing Associates, Box 2985, Richmond, Virginia, 23235, or from local bank; outside speaker from local bank; handouts; film, Fred Meets a Bank, Virginia State Department of Education.

REFERENCES: Succeeding in the World of Work. McKnight and McKnight Publishing Company, 1970, Bloomington, Illinois.

I. PREPARATION (of the learner)

Bring in news item on bank robbery. Stimulate from this a discussion of banks in general and lead students to a discussion of the usefulness of banks.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. What is money?	Point out that money has certain functions.
1. Medium of exchange	Refer to Transparency VIII-2-1.
2. Unit of value	Show functions of money.
3. Means of future payment	Refer to Transparencies VIII-2-2, VIII-2-3, VIII-2-4.
4. Storehouse of value	
B. What is a bank's function? Specializes in the transfer of money and credit.	Show film, Fred Meets a Bank. Point out a bank's function. 1. Receives deposits of money subject to withdrawal on demand. 2. Makes loans to customers. 3. Pays interest to depositors. 4. Invests money.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. What types of banks are there? 1. Commercial 2. Savings and loans 3. Trust company 4. Credit unions	Point out that a commercial bank receives deposits of money and loans money. A savings and loan association also accepts deposits for money and loans to business and industry as their primary loans. A trust company handles estates of deceased persons. Saving are insured.
D. Services offered by banks	Ask: What are some services offered by banks?
1. Checking accounts	Ask: What is purpose of a checking account? (Mention that you will go into more detail later.)
2. Savings accounts	Point out types of savings accounts. 1. Passbook 2. Savings certificates 3. Christmas club Ask: What is another name for a savings account? (time deposit)
3. Loans a. Personal installment b. Installment c. Home improvement d. Education e. Collateral f. Mortgage	Bring in outside speaker from local bank.
4. Safety deposit box	Ask: What is a safety deposit box used for? (Refer to Transparency VIII-2-5.)
5. Trust	
6. Offers substitutes for cash	Ask: What are some substitutes for cash? 1. Personal checks (Refer to Transparency VIII-2-6.) 2. Certified checks (Refer to Transparency VIII-2-7.) 3. Cashier's check (Refer to Transparency VIII-2-8.) 4. Bank card services (Refer to Transparency VIII-2-9.) 5. Travelers' checks.

III. APPLICATION

A. Student discussion centered about when they might use the various bank services.

B. Invite speaker to talk to students about what banks can offer young people.

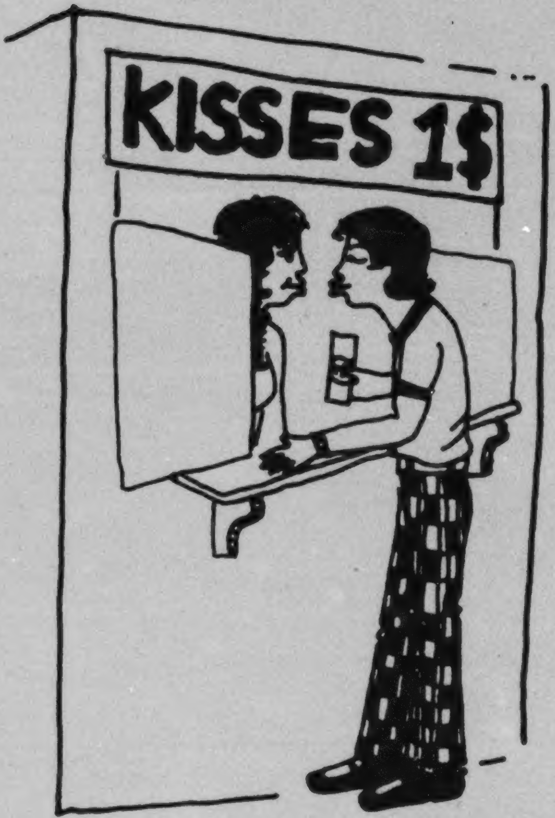
IV. TEST

Give a brief description or explanation of the services available from the bank.

SUGGESTED ACTIVITIES: Students open their own savings account.

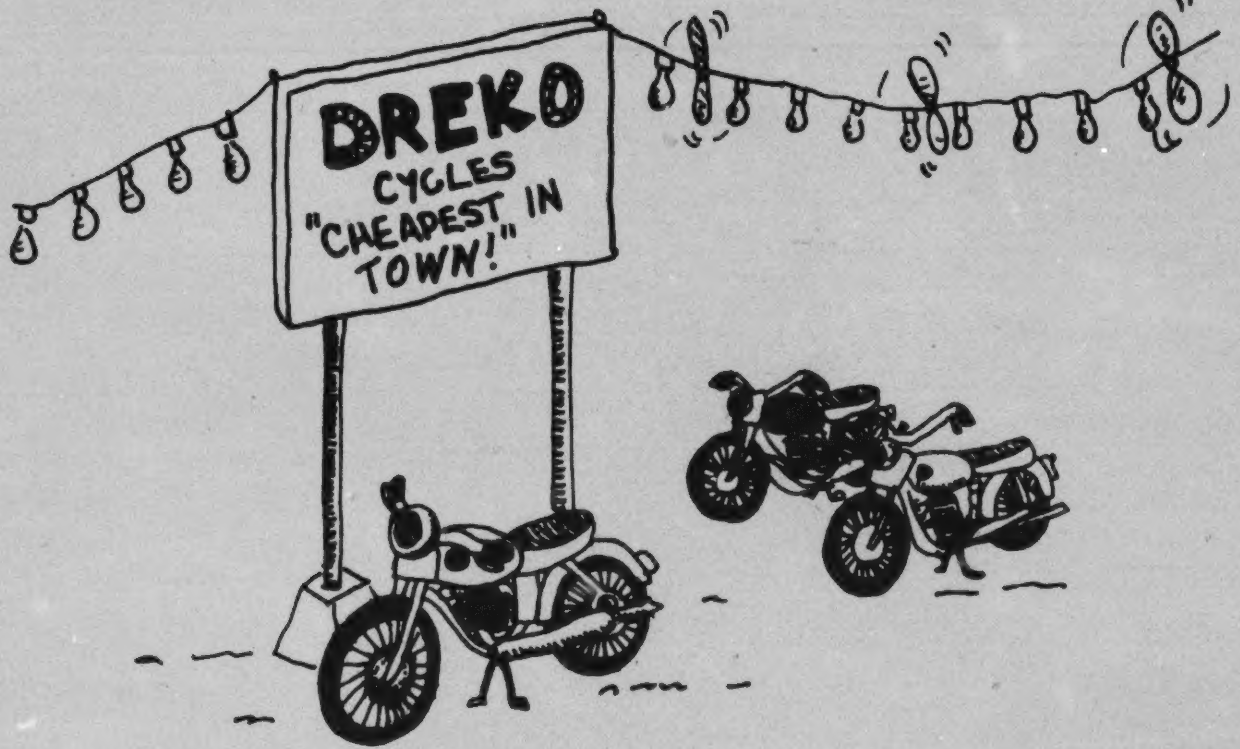
NEXT LESSON: Using Your Checking Account

A MEDIUM OF EXCHANGE



Transparency VIII-2-1

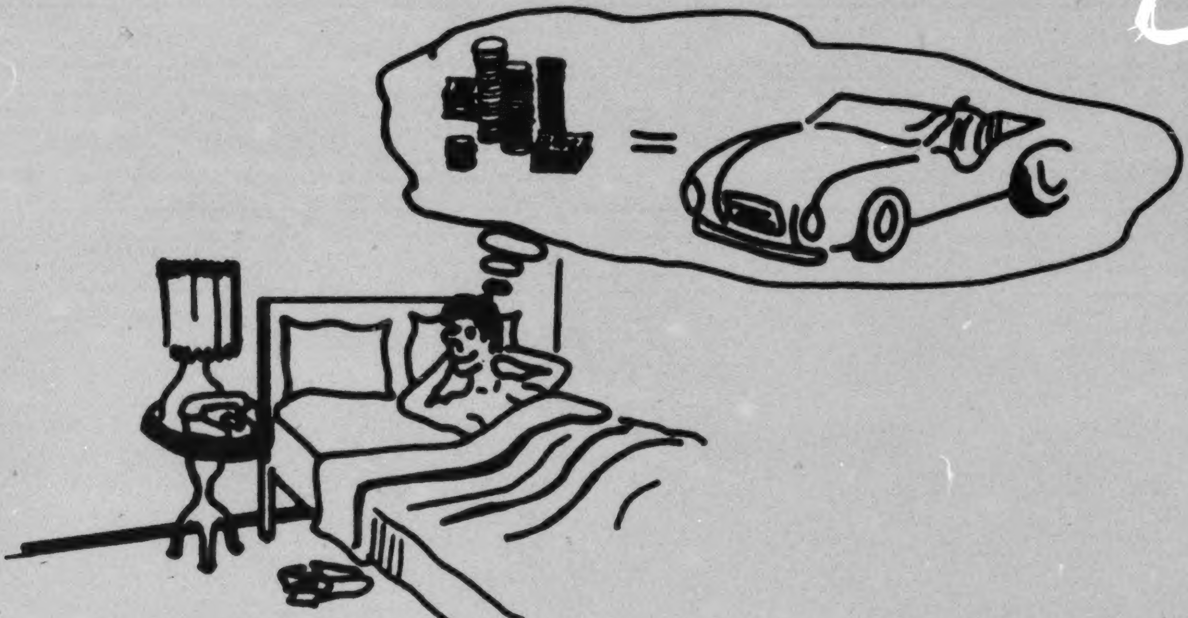
HOW MANY HOURS OF WORK DOES A MOTORCYCLE REPRESENT?


DREKO
CYCLES
"CHEAPEST IN
TOWN!"

MONEY IS A UNIT OF VALUE $$$

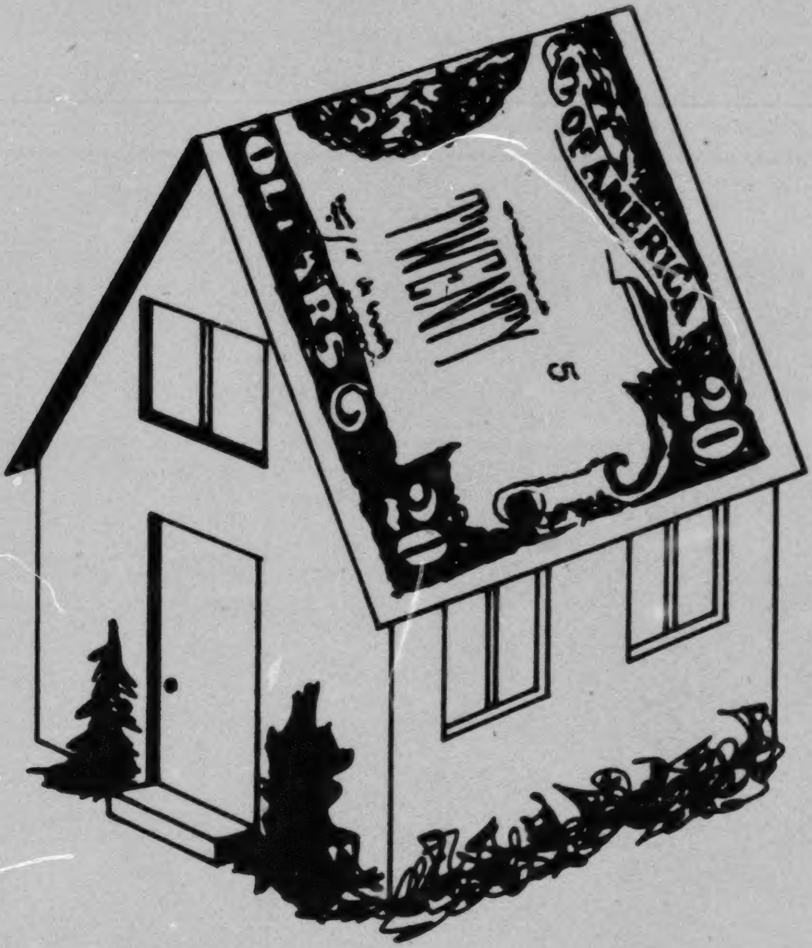
Transparency VIII-2-2

A MEANS OF FUTURE PAYMENT



Transparency VIII-2-3

A STOREHOUSE OF VALUE


TWENTY
OF AMERICA
OLLARS
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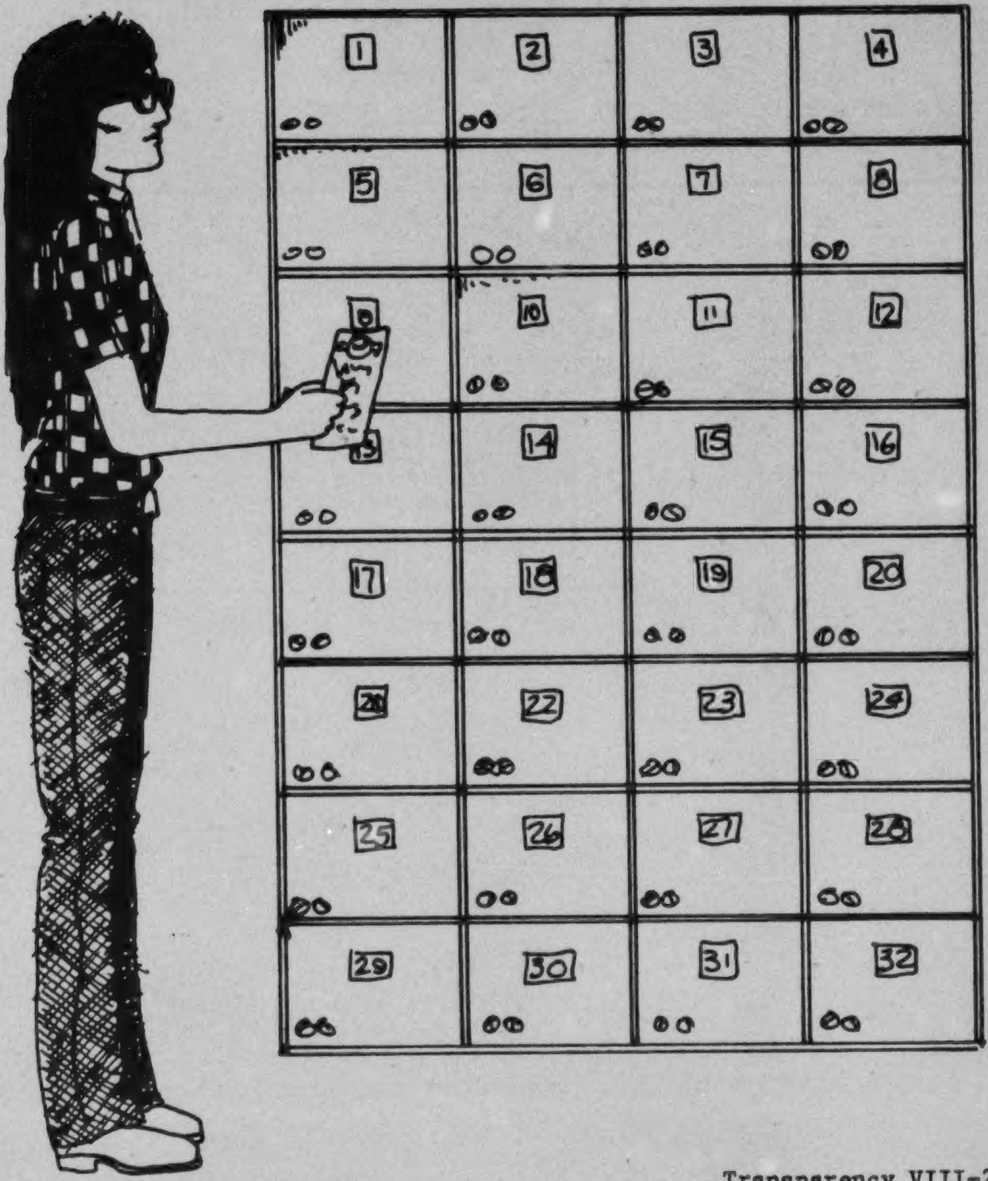
Transparency VIII-2-4

SAFETY DEPOSIT BOX

A PLACE TO STORE YOUR VALUABLES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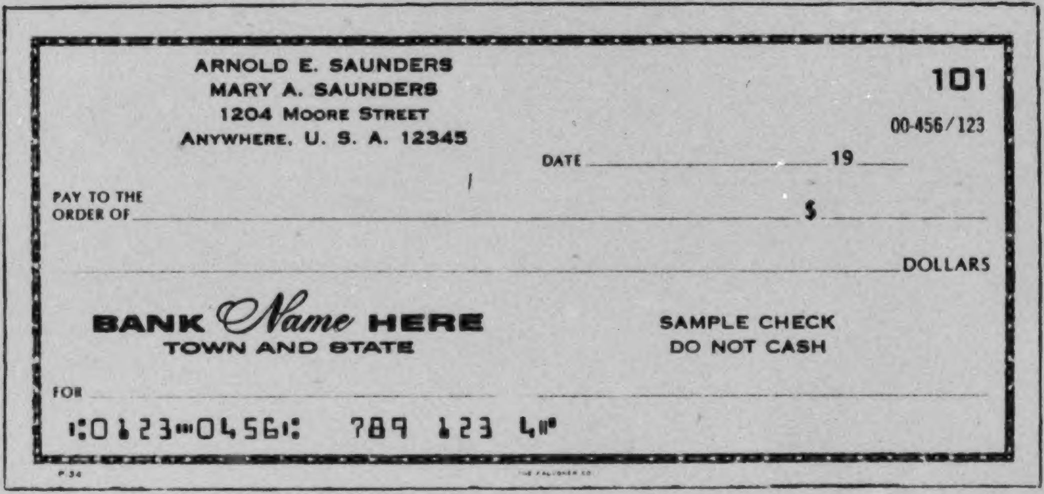
Transparency VIII-2- 5

PERSONAL CHECK



ARNOLD E. SAUNDERS
MARY A. SAUNDERS
1204 MOORE STREET
ANYWHERE, U. S. A. 12345

101

00-456/123

DATE ______________ 19 ____

PAY TO THE
ORDER OF ______________________________ $ __________

______________________________________ DOLLARS

BANK *Name* HERE
TOWN AND STATE

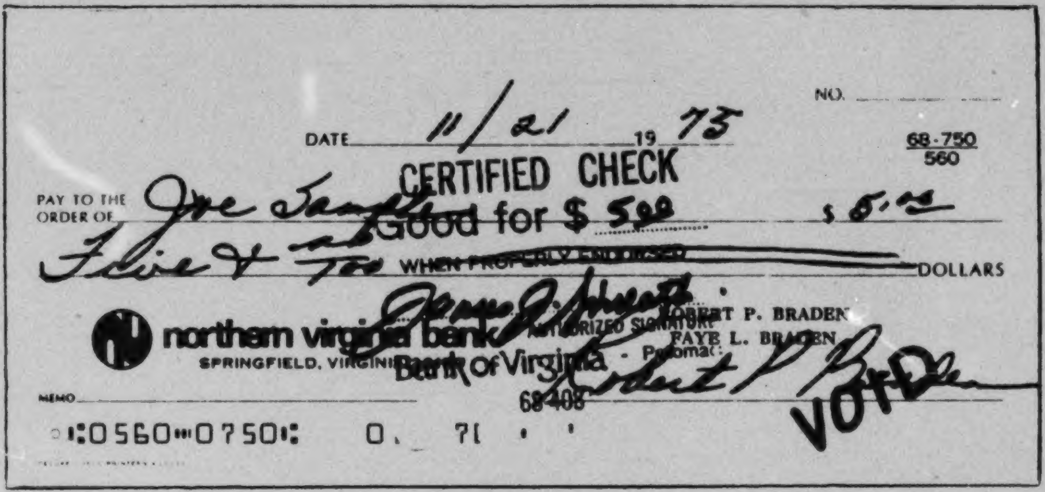
SAMPLE CHECK
DO NOT CASH

FOR ______________________

⑆0123⑈0456⑆ 789 123 4⑈

Transparency VIII-2-6

CERTIFIED CHECK



NO.

DATE 11/21 19 75

68-750
560

CERTIFIED CHECK

Good for $ 5.00

WHEN PROPERLY ENDORSED

PAY TO THE ORDER OF Joe Sample $ 5.00

Five & no/100 DOLLARS

AUTHORIZED SIGNATURE

Bank of Virginia - Potomac

68-408

ROBERT P. BRADEN
FAYE L. BRADEN

northern virginia bank
SPRINGFIELD, VIRGINIA

MEMO

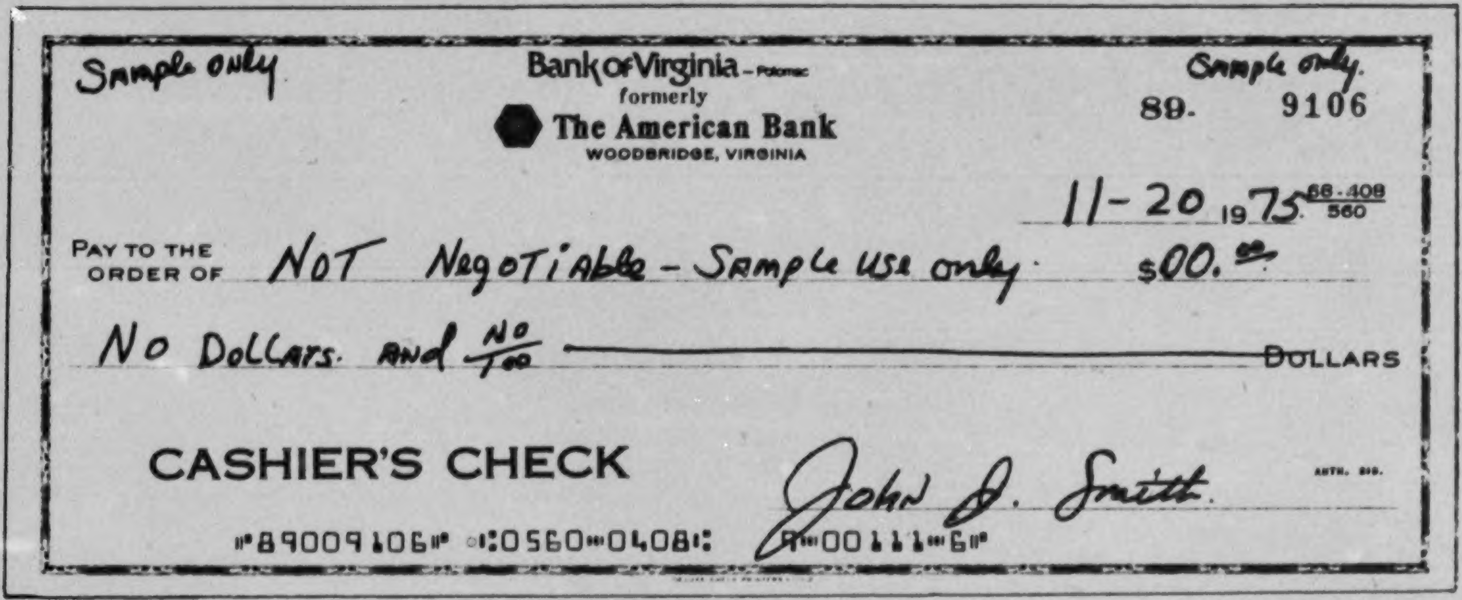
Robert P Braden

VOID

⑆0560⑈0750⑆ 0. 71

Transparency VIII-2-7

CASHIER'S CHECK



Sample only

Bank of Virginia - Potomac
formerly
The American Bank
WOODBRIDGE, VIRGINIA

Sample only.

89- 9106

11-20 1975 68-408/560

PAY TO THE ORDER OF NOT Negotiable - Sample use only. $00.00

No Dollars. and NO/100 DOLLARS

CASHIER'S CHECK

John J. Smith.

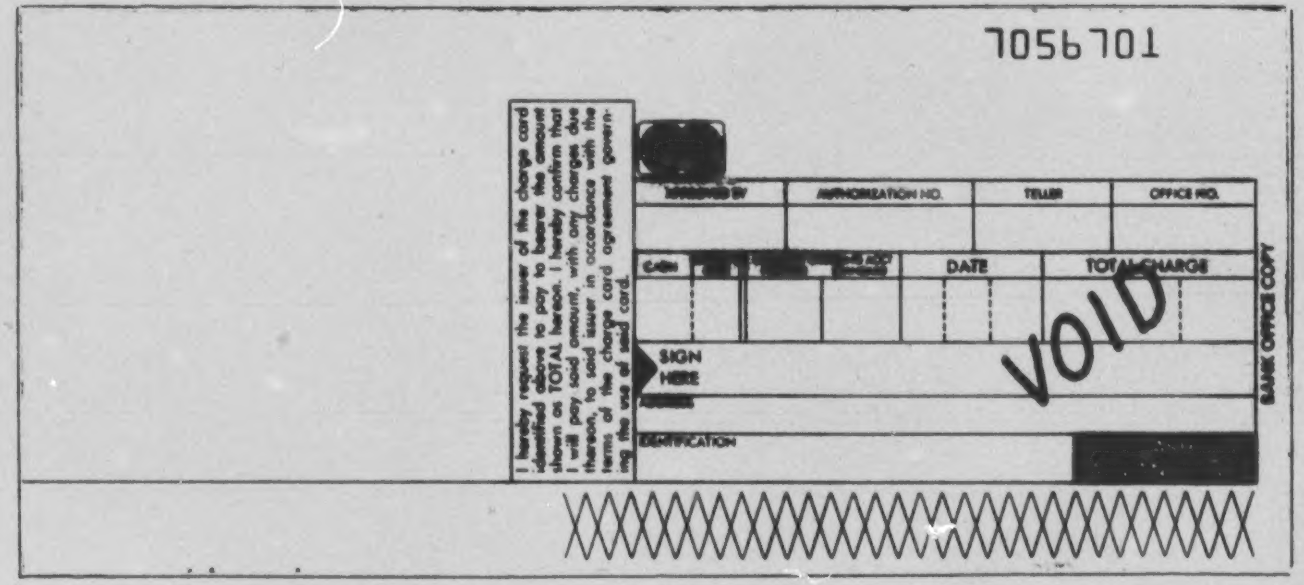
AUTH. SIG.

⑈89009106⑈ ⑆0560⑉0408⑆ ⑈00111⑉6⑈

Transparency VIII-2-8

BANK CARD SERVICES

Master Charge*



7056701

I hereby request the issuer of the charge card identified above to pay to bearer the amount shown as TOTAL hereon. I hereby confirm that I will pay said amount, with any charges due thereon, to said issuer in accordance with the terms of the charge card agreement governing the use of said card.

PROCESSED BY	AUTHORIZATION NO.	TELLER	OFFICE NO.

CASH

DATE

TOTAL CHARGE

VOID

SIGN HERE

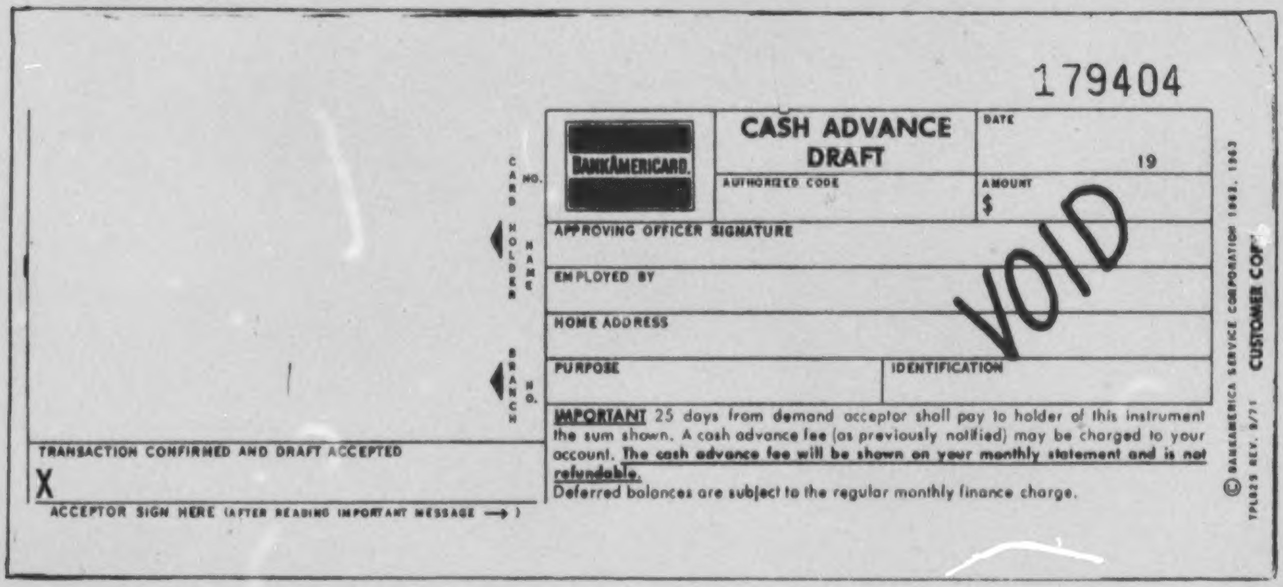
ADDRESS

IDENTIFICATION

BANK OFFICE COPY

*Master Charge supplied courtesy of BankVirginia Credit Card Company, Richmond, VA 23260

BANKAMERICARD**



179404

BANKAMERICARD

CASH ADVANCE DRAFT

DATE 19

AUTHORIZED CODE

AMOUNT $

CARD HOLDER NO.

NAME

BRANCH NO.

APPROVING OFFICER SIGNATURE

EMPLOYED BY

HOME ADDRESS

PURPOSE

IDENTIFICATION

VOID

IMPORTANT 25 days from demand acceptor shall pay to holder of this instrument the sum shown. A cash advance fee (as previously notified) may be charged to your account. **The cash advance fee will be shown on your monthly statement and is not refundable.**
Deferred balances are subject to the regular monthly finance charge.

TRANSACTION CONFIRMED AND DRAFT ACCEPTED

X

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Transparency VIII-2-9

SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit VIII
Lesson 2

BOOKS

Day and Beza, Money and Income. New York: Oxford U. Press, 1960.

Dodd, Kennedy and Olsen, Applied Economics. Cincinnati, Ohio: Southwestern Publishing Company, 1962.

Feir, Richard, Economics for Everyday Living. New York: College Entrance Book Company, 1966.

Leith and Lumpkin, Economics. McGraw-Hill, New York, New York.

Samuelson, Paul A., Economics. McGraw-Hill, New York, New York.

Wilhelms, Heirmer, Jelley, and Herbert, Consumer Economics. McGraw-Hill, New York, New York.

BOOKLETS

How to Get Help When you Invest. James Kreeger and Company, 1625 Eye Street, N.W., Washington, D.C., 20006.

Money and Banking--Our Everyday Living. American Bankers Association Banking Education Committee, 12 East 36th Street, New York, New York, 10016

The Story of American Banking. American Bankers Association, Box 462, Richmond, Virginia, 23203.

Using Bank Services. American Bankers Association or Virginia Bankers Association, P.O. Box 462, Richmond, Virginia, 23203

You and Your Bank. Channing L. Bete Co., Inc., Greenfield, Massachusetts, 01301.

You and Your Money. Virginia Bankers Association, Box 462, Richmond, Virginia, 23203.

You, Money and Prosperity. American Bankers Association, Box 462, Richmond, Virginia, 23203.

Your Money. National Schools Committee for Economic Education, Inc., One Park Avenue, Old Greenwich, Connecticut, 06870.

What is a Bank? Virginia Bankers Association, Box 462, Richmond, Virginia, 23203.

SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit VIII
Lesson 2

FILMS

Banks and Credit. Shows how your transactions relate to bank's extensions of credit. 10 minutes, $2.50, Business Education films. 16th Avenue, Brooklyn, New York.

Federal Reserve System. Shows what happened during the panic of 1917 and the part Woodrow Wilson and Carter Glass played in 1912-13 in instituting the Federal Reserve System. 20 minutes, State.

The Role of the Commercial Banking System. Virginia Bankers Association, Box 462, Richmond, Virginia, 23203.

You and Your Money. Cartoon of how money circulates and makes possible the ready exchange of goods and services. 12 minutes, State.

PAMPHLETS

The Federal Reserve at Work. Virginia Bankers Association, Box 462, Richmond, Virginia, 23203.

The Federal Reserve System. Federal Reserve Bank of Atlanta, Atlanta. Georgia, 30304.

Personal Money Management. Savings Division, American Banking Association, New York, New York.

The Story of American Banking. Savings Division, American Banking Association, New York, New York.

What is a Bank? Virginia Bankers Association, Box 462, Richmond, Virginia, 23203.

TRANSPARENCIES

About Money and Banking, 16 page booklet, 2 colors (for making own transparencies) Channing L. Bete Company, 75¢.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit VIII
Lesson 3

SUBJECT: Using Your Checking Account

OBJECTIVES: The student will be able to discuss the benefits of a checking account.
The student will be able to properly write a check.
The student will be able to reconcile a bank statement.

TEACHING AIDS: Overhead projector, opaque projector, blackboard, 16 MM projector

MATERIALS: Transparencies; handouts; sample check register and checks, booklet, The Story of Checks, available from Federal Reserve Bank of New York, 33 Liberty Street, New York, New York, 10045; film "The Story of a Check", 13 minutes, available from Virginia State Department of Education.

REFERENCES: Succeeding in the World of Work. McKnight and McKnight Publishing Company, 1970, Bloomington, Illinois.

I. PREPARATION (of the learner)

Bring to class, play money in one hand and blank checks in the other. Offer both to class. Stimulate a discuss on which one students would prefer to have and use.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Advantages of your Checking Account	Point out that checks can serve as receipts for tax purposes.
1. Substitute for money which can be sent through mail.	
2. Canceled checks are receipt of payment.	Show film, The Story of a Check .
3. Not necessary to carry large amounts of money on your person.	
4. Accurate record of where your money is spent.	

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
B. Opening a Checking Account 1. Types of checking accounts a. Individual b. Joint c. Partnership d. Corporation	Ask: How do you go about opening a checking account? List on board procedure involved. 1. Visit bank of your choice, introduce yourself to an officer of the bank. He will usually direct you to the person who opens accounts. 2. Sign signature card; use signature you will use on all checks you write. Refer to Transparency VIII-3-1. 3. Fill out deposit slip. Refer to Transparency VIII-3-2. Point out differences between individual and joint checking accounts. Stress importance of having joint account as Mr. OR Mrs.
C. Writing a Check Information for register a. Check number b. Date c. Name of payee d. Amount of check e. Balance	Refer to Handout VIII-3-3.
D. Information on Check 1. Date 2. Payee	Refer to Handout VIII-3-4. Refer to Transparency VIII-3-5.
3. Amount in numbers	Begin at $ sign.
4. Amount in words	Begin at left and space words closely.
5. Signature	
E. Endorsements 1. Blank 2. Restrictive Special	Refer to Transparency VIII-3-6, VIII-3-7, and VIII-3-8.
F. Reconciling Your Checking Account 1. Bank Statement a. Returned canceled checks	Point out what is included, and ask how it relates to balancing your checking account.
b. Beginning and ending monthly balances.	Refer to Transparency VIII-3-9.
2. Balancing Your Checkbook a. Sort checks numerically.	Ask: How should one balance his checkbook?
b. Check off in check register each of checks written and paid by bank.	Refer to Handout VIII-3-3.
c. List checks written but not returned on back of statement.	Refer to Handout VIII-3-10. Refer to Transparency VIII-3-11.
d. Reconcile your account.	

III. APPLICATION

Have students properly write a check, enter information in check register and reconcile bank statement, using handouts.

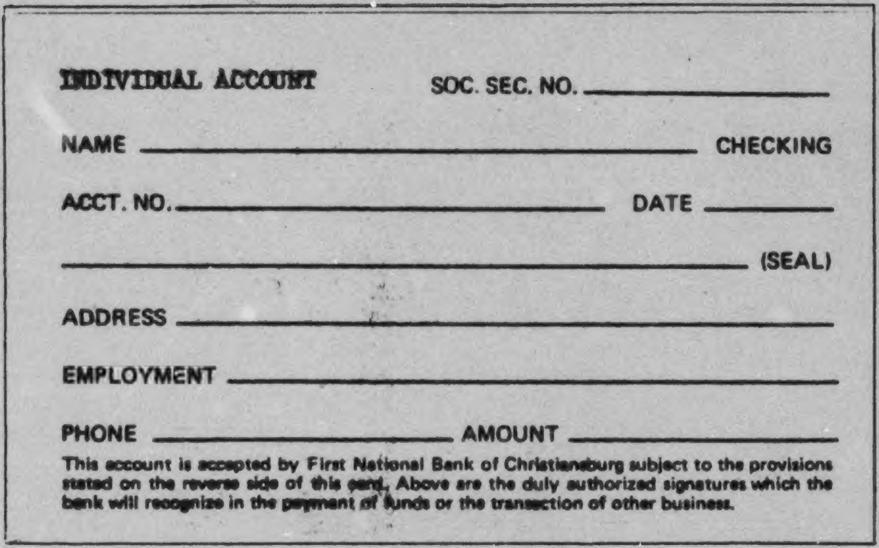
IV. TEST

Explain the procedure for opening a checking account.
List types of endorsements and explain.
Properly write a check.
Reconcile an account.

SUGGESTED ACTIVITIES:

Read "The Story of Checks".
Discuss Chapter 12 in Succeeding in the World of Work.

SIGNATURE CARDS



INDIVIDUAL ACCOUNT SOC. SEC. NO. ____________

NAME ______________________ CHECKING

ACCT. NO. ______________________ DATE ________

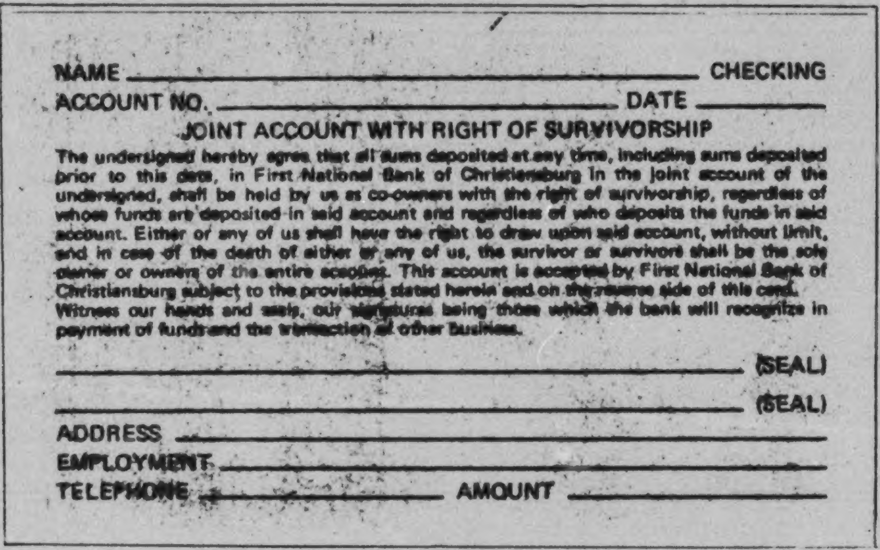
______________________ (SEAL)

ADDRESS ______________________

EMPLOYMENT ______________________

PHONE ____________ AMOUNT ____________

This account is accepted by First National Bank of Christiansburg subject to the provisions stated on the reverse side of this card. Above are the duly authorized signatures which the bank will recognize in the payment of funds or the transaction of other business.



NAME ______________________ CHECKING

ACCOUNT NO. ______________________ DATE ________

JOINT ACCOUNT WITH RIGHT OF SURVIVORSHIP

The undersigned hereby agree that all sums deposited at any time, including sums deposited prior to this date, in First National Bank of Christiansburg in the joint account of the undersigned, shall be held by us as co-owners with the right of survivorship, regardless of whose funds are deposited in said account and regardless of who deposits the funds in said account. Either or any of us shall have the right to draw upon said account, without limit, and in case of the death of either or any of us, the survivor or survivors shall be the sole owner or owners of the entire account. This account is accepted by First National Bank of Christiansburg subject to the provisions stated herein and on the reverse side of this card. Witness our hands and seals, our signatures being those which the bank will recognize in payment of funds and the transaction of other business.

______________________ (SEAL)

______________________ (SEAL)

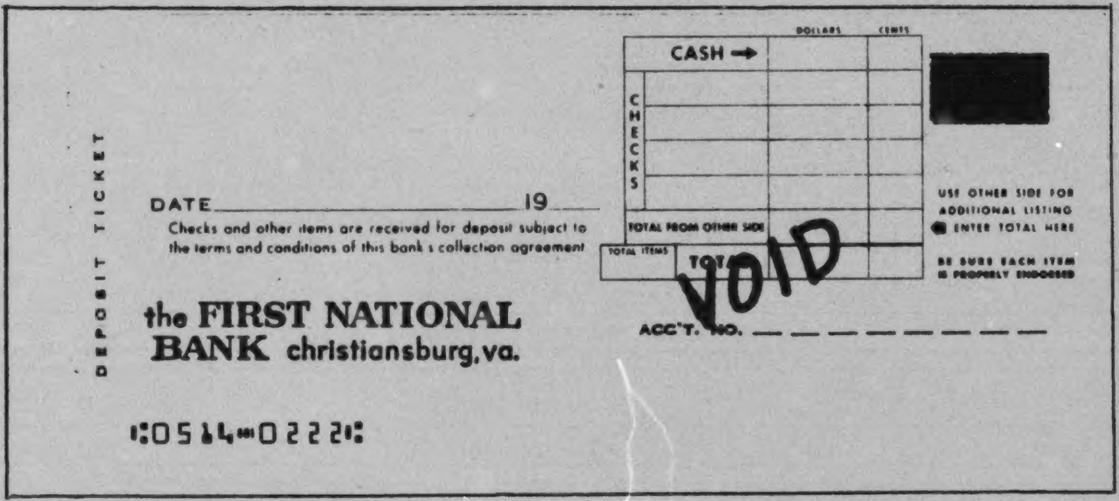
ADDRESS ______________________

EMPLOYMENT ______________________

TELEPHONE ____________ AMOUNT ____________

Transparency VIII-3-1

CHECKING ACCOUNT DEPOSIT SLIP



DEPOSIT TICKET

DATE ______________________ 19____

Checks and other items are received for deposit subject to the terms and conditions of this bank's collection agreement

the FIRST NATIONAL BANK christiansburg, va.

⑆0514⑉0222⑆

	DOLLARS	CENTS
CASH →		
CHECKS		
TOTAL FROM OTHER SIDE		
TOTAL ITEMS / TOTAL		

VOID

[redacted]

USE OTHER SIDE FOR ADDITIONAL LISTING

● ENTER TOTAL HERE

BE SURE EACH ITEM IS PROPERLY ENDORSED

ACC'T. NO. __ __ __ __ __ __ __ __

Transparency VIII-3-2

Managing Money

Sample Check Register

Check Number	Date	Check Issued to (Payee)	Amount of Check	Date of Deposit	Amount of Deposit	Balance

Handout VIII-3-3

Managing Money

Sample Checks

Peter Smith
No. 1 Park Place
Hometown, Virginia 00001

182

______________________ 19____

Pay
to the
order of ______________________________ $__________

______________________________ Dollars

Hometown National Bank
Hometown, Virginia

For ______________________ ______________________

Peter Smith
No. 1 Park Place
Hometown, Virginia 00001

183

______________________ 19____

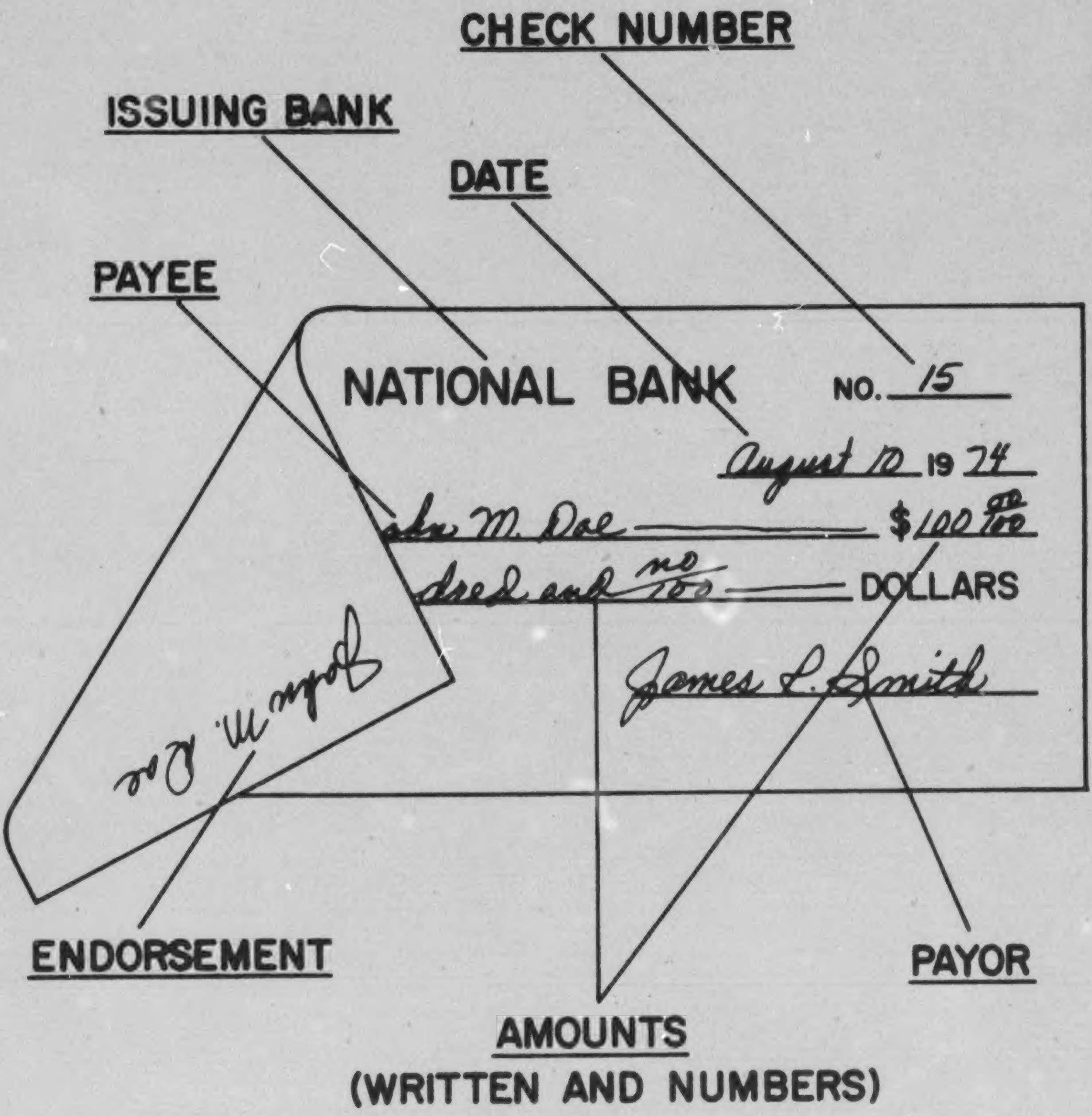
Pay
to the
order of ______________________________

______________________________ Dollars

Hometown National Bank
Hometown, Virginia

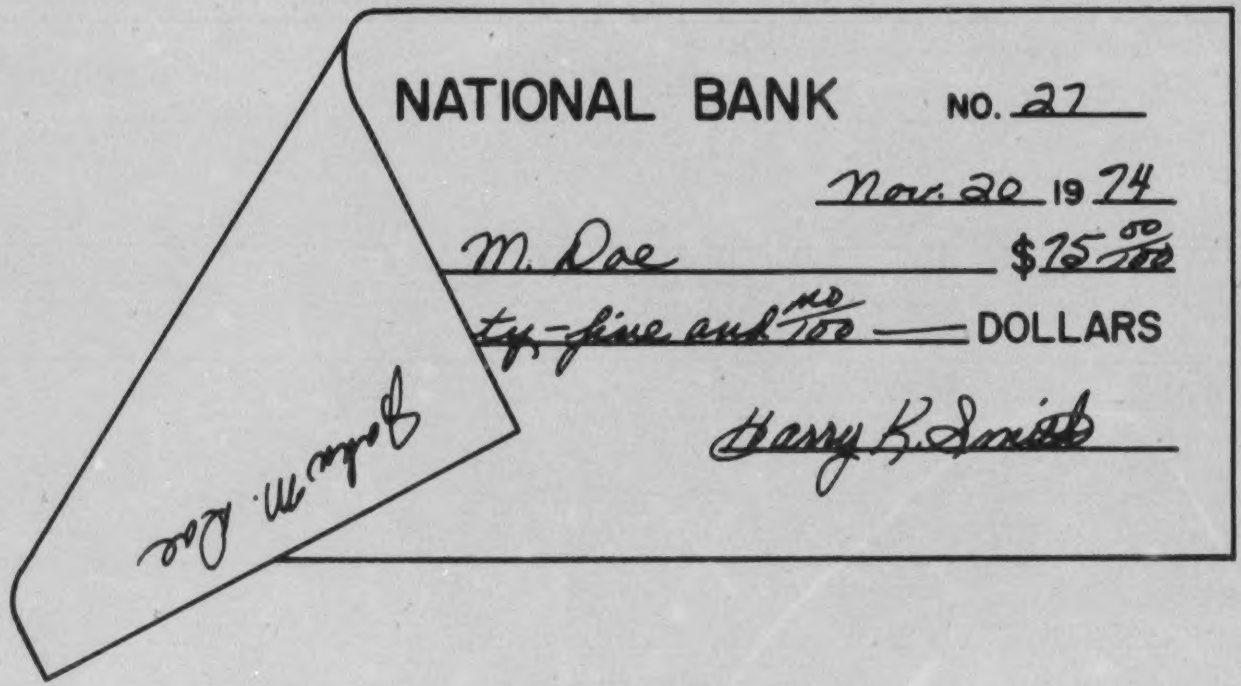
For ______________________ ______________________

Handout VIII-3-4


CHECK NUMBER
ISSUING BANK
DATE
PAYEE
NATIONAL BANK
NO. 15
August 10 19 74
hn M. Doe
$100 00/00
dred and no/100
DOLLARS
James L. Smith
John M. Doe
ENDORSEMENT
PAYOR
AMOUNTS
(WRITTEN AND NUMBERS)

Transparency VIII-3-5

A BLANK ENDORSEMENT



NATIONAL BANK NO. 27

Nov. 20 19 74

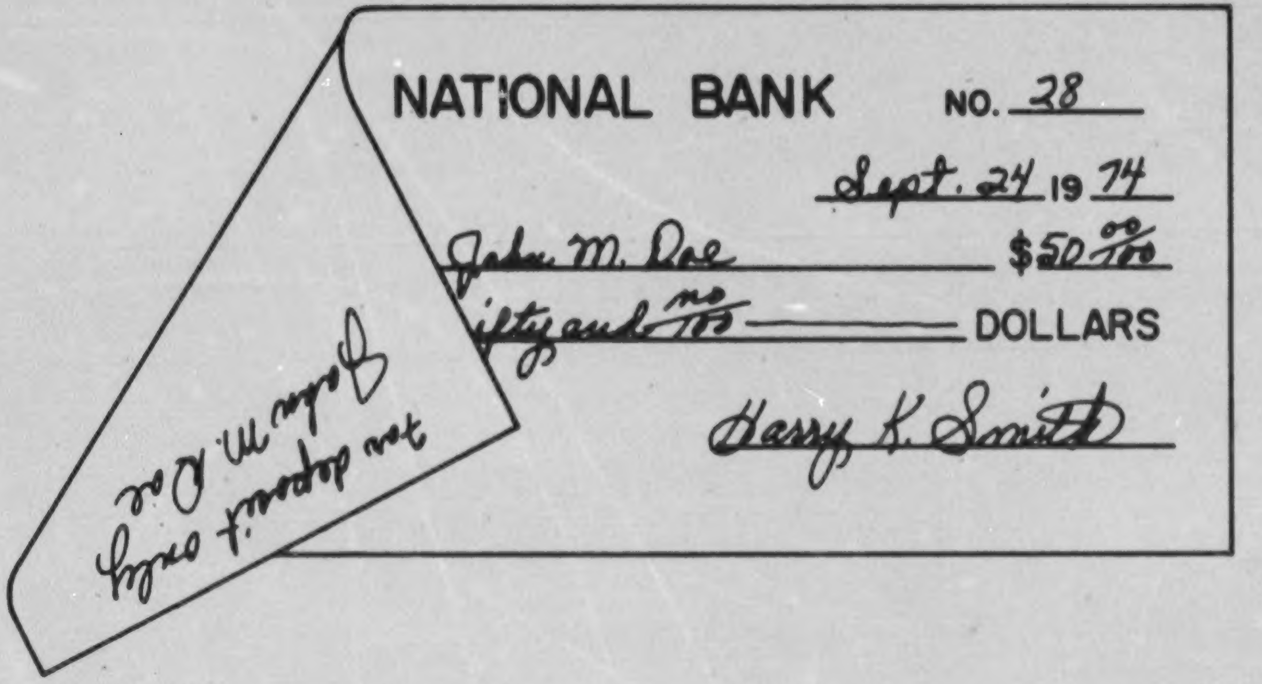
M. Doe $75 00/100

ty-five and no/100 —— DOLLARS

Harry K. Smith

John M. Doe

A RESTRICTIVE ENDORSEMENT



For deposit only
John M. Doe

NATIONAL BANK NO. 28

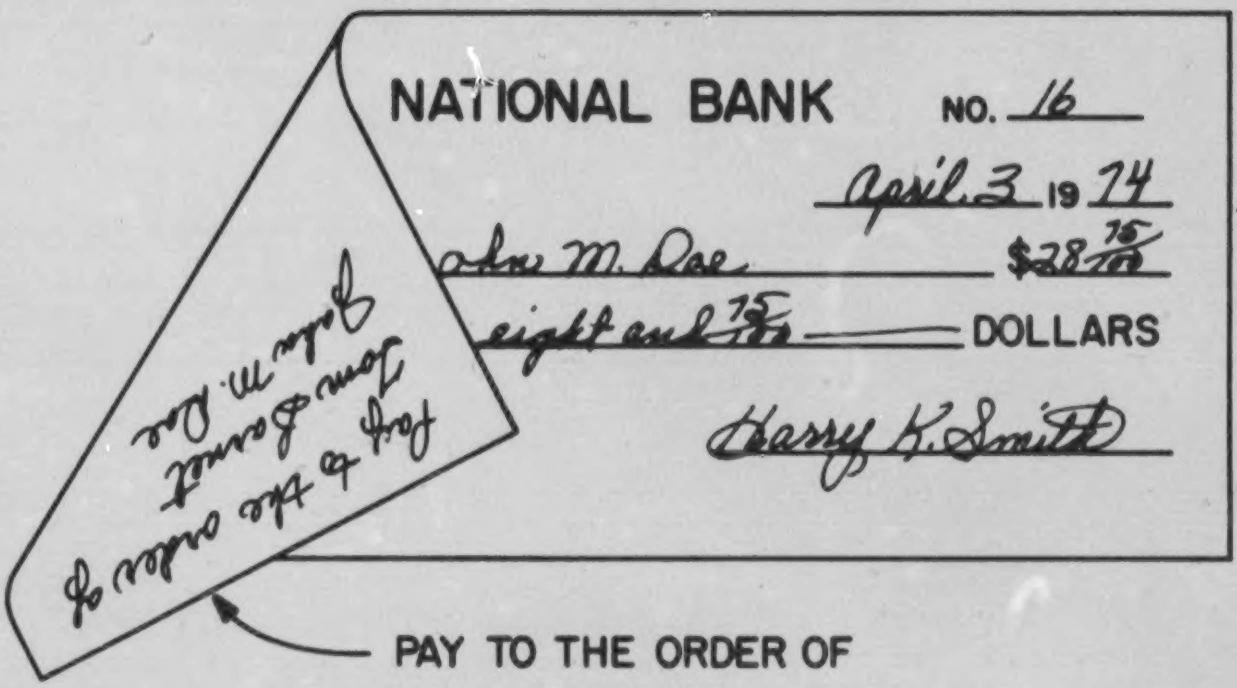
Sept. 24 19 74

John M. Doe $50 00/100

ifty and no/100 DOLLARS

Harry K. Smith

A SPECIAL ENDORSEMENT
(RESTRICTIVE)



NATIONAL BANK NO. 16

April 3 1974

ohn M. Doe $28 75/100

eight and 75/100 DOLLARS

Harry K. Smith

Pay to the order of
Tom Barnett
John M. Doe

PAY TO THE ORDER OF

BANK STATEMENT

Financial Profile

First National Exchange Bank
A Dominion Bankshares Bank

Ralph M. Griffis
1560 Mountain View Drive
Pittsburg, Pennsylvania 15140

08 AS OF AUG 07, 1976
CHECKING 624-538-79
01

	DEPOSITS		CHECKS			
BEGINNING BALANCE	NO.	AMOUNT	NO.	AMOUNT	ACT. CHG.	ENDING BALANCE
921.54	0	.00	16	608.36	.00	313.18

BANKAMERICARD ®	LINE OF CREDIT	BALANCE	AVAILABLE CREDIT

INSTALLMENT LOAN(S)

NO.	BALANCE

MORTGAGE LOAN(S)

NO.	BALANCE

CHRISTMAS SAVINGS

NO.	AMOUNT SAVED

SAVINGS	NO.	INTEREST EARNED NOT CREDITED	INTEREST RECEIVED THIS YEAR	AMOUNT SAVED
TOTAL INTEREST AND SAVINGS				

ITEMS (SYMBOLS EXPLAINED BELOW)

			DATE	BALANCE
CHECKING 111-548-84				921.54
206.92MD	5.00		07-10	709.62
5.40			07-11	704.22
182.50MD	10.00	15.58	07-16	496.14
8.21			07-18	487.93
14.60			07-19	473.33
3.25			07-20	470.08
5.30	20.19		07-23	444.59
42.00			07-25	402.59
17.41			07-26	385.18
10.00			07-30	375.18
13.00	49.00		08-02	313.18

AC ACTIVITY CHARGE
BC CUSTOM CREDIT
CC CERTIFIED CHECK
DC DEPOSIT REVERSAL
DP DEPOSIT
BC CHECK REVERSAL
IN INTEREST
LS LIST OF CHECKS
MC MISCELLANEOUS CREDIT
MD MISCELLANEOUS DEBIT
RC RETURNED CHECK CHARGE
RT RETURNED CHECK

BankAmerica Service Corporation 1958 1967
• Servicemarks owned and licensed by BankAmerica Service Corporation

If you wish to have new accounts shown on your Financial Profile, please notify us.

Transparency VIII-3-9

Managing Money

TO RECONCILE YOUR BANK ACCOUNT, FOLLOW THE PROCEDURE BELOW:

Enter Balance Shown On Bank Statement $______________

Add Deposits Not on Statement $______________

____

____

TOTAL $______________

SUBTRACT Checks Issued But Not on Statement

Date or No.	Amount

TOTAL $______________

BALANCE $______________

____

Balance Shown in Your Checkbook $_____

SUBTRACT Activity charges and other bank charges not in checkbook

$________

____

____

TOTAL $______________

BALANCE $______________

____

THESE TOTALS REPRESENT THE CORRECT AMOUNT OF MONEY YOU HAVE IN BANK AND SHOULD AGREE.

IF YOUR ACCOUNT DOES NOT BALANCE, Check the items below:

1. Are the amounts of all the deposits you have entered in your checkbook the same as shown on this statement?
2. Did you write any checks which are not entered in your checkbook?
3. Is the amount of each check correctly recorded in your checkbook?
4. Are all additions and subtractions in your checkbook correct?
5. If unable to balance your accounts, contact the bank for assistance.

Handout VIII-3-10
Transparency VIII-3-11

SUPPLEMENTAL TEACHING MATERIALS FOR IWE GENERALLY RELATED LESSONS

Unit VIII
Lesson 3

BOOKS

Day and Beza, Money and Income. New York: Oxford U. Press, 1960.

Dodd, Kennedy and Olsen, Applied Economics. Cincinnati, Ohio: Southwestern Publishing Company, 1962.

Feir, Richard, Economics for Everyday Living. New York; College Entrance Book Company, 1966.

Leith and Lumpkin, Economics. McGraw-Hill, New York, New York.

Samuelson, Paul A., Economics. McGraw-Hill, New York, New York.

Wilhelms, Heirmer, Jelley and Herbert, Consumer Econoimcs. McGraw-Hill, New York, New York.

BOOKLETS

Patents and Your Tomorrow. National Association of Manufacturers, 2 East 48th Street, New York, 17, New York, 10017.

FILMS

The Story of a Check. Illustrates how the checking system works and the steps a check takes, until final payment. 13 minutes, State.

Paying by Check. An introduction to a checking account. Virginia Bankers Association, Box 462, Richmond, Virginia, 23203.

PAMPHLETS

What is a Check? Virginia Bankers Association.

The Story of Checks. Federal Reserve Bank of New York Public Information, Federal Reserve, P.O. Station, New, New York, 10045.

Using Bank Services. Virginia Bankers Association.

How to Do Your Banking. Dr. George E. Klise, Box 840, Richmond, Virginia, 23219.

The Story of Checks. Public Information Department, FRS Bank of New York, New York, New York.

IWE - I

UNIT IX

EMPLOYEE LEGAL RIGHTS AND RESPONSIBILITIES

Lesson 1. You and the Law
Lesson 2. Contracts

Developed by

Roy M. Billingsby

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit IX
Lesson 1

SUBJECT: You and The Law

OBJECTIVE: The student will be able to recognize basic terms of law.

TEACHING AIDS: Overhead projector, 16 MM projector, and blackboard

MATERIALS: Hand out booklet, "You and The Law", transparency, and film, "Understanding the Law". McGraw-Hill Publishing Company, 300 West 42 Street, New York, New York, 10061.

REFERENCES: Personal Business Law. Schneider, Smith, and Whitecraft, McGraw-Hill Book Company, "The Consumer and the Law", National Association of Secondary School Principals.

I. PREPARATION (of the learner)

Refer to Transparency IX-1-1, and discuss.
Question:
What would happen if there were no laws? Example: Driving your car.

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Law	Refer to Transparency IX-1-2 and discuss.
1. Definition	
2. Purpose	
B. Classification	Refer to Transparencies IX-1-3 through IX-1-9 and discuss.
1. Natural	
2. Moral	
3. Man-made	
a. Institutional	
b. Constitutional	
c. Administrative	
d. Criminal	
e. Private	
C. Origin of the Law	List on blackboard and discuss.
1. Tribal laws	
2. English, common law	
3. Roman or Civil law	
4. Statute law	

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
D. Classification of Wrongful Acts	Refer to Handout IX-1-10 and discuss.
1. Crimes	
a. Treason	
b. Felonies	
c. Misdemeanors	
2. Torts	Show film, "Understanding the Law".
a. Assault	
b. Battery	
c. Negligence	
d. Libel and slander	
e. Trepassing	
E. Remedies for Wrongful Acts	Point out that an injunction only stops an unlawful act.
1. Injunction	
2. Law suit for damages	

III. APPLICATION

A. Discuss actual cases in class.
B. Have local attorney talk to class.

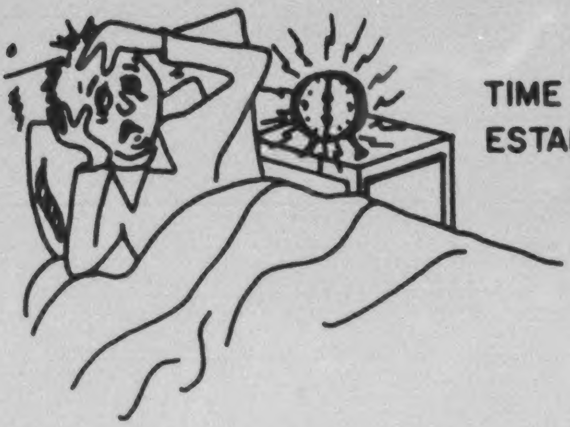
IV. TEST

Have students match terms of the law to definitions.

SUGGESTED ACTIVITIES: Field trip to attend court session and discuss procedure.

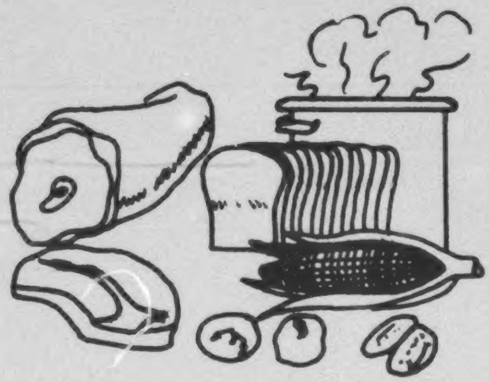
NEXT LESSON: Contracts

PERSONAL APPLICATION OF LAW

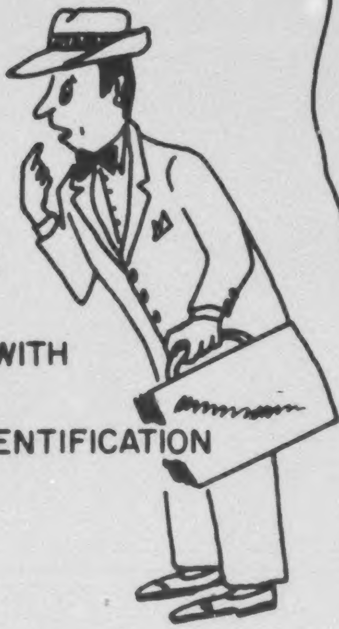


TIME IS REGULATED BY LAWS ESTABLISHING STANDARD TIME ZONES.

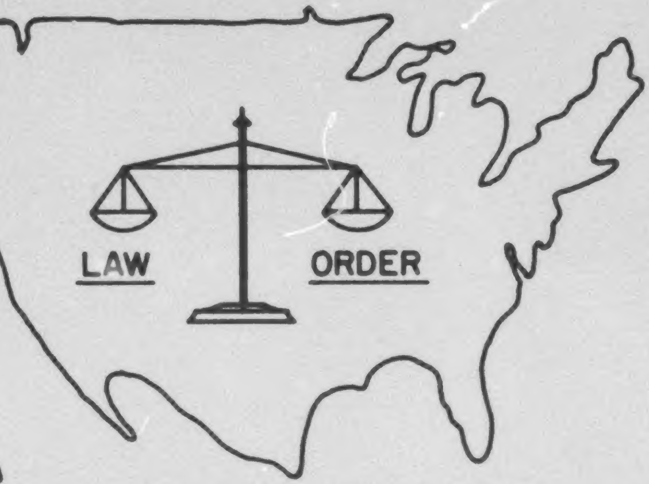
PROPERTY RIGHTS ARE PROTECTED BY LAW.



FOODS ARE REGULATED BY STATE AND FEDERAL LAWS.



CLOTHES ARE LABELED IN COMPLIANCE WITH THE TEXTILE PRODUCTS IDENTIFICATION ACT.



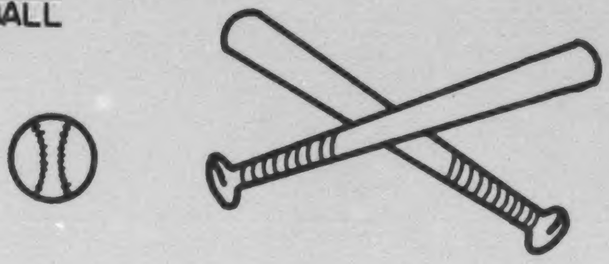
SAFETY AND FREEDOM ARE POSSIBLE IN A NATION OF LAW AND ORDER.

Transparency IX-1-1

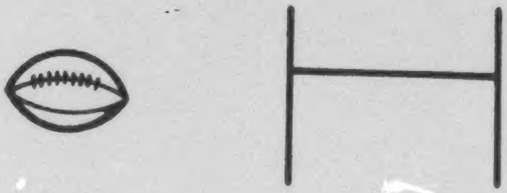
DEFINING LAW

LAW HAS BEEN DEFINED AS RULES OF CONDUCT GOVERNING MEN IN THEIR RELATIONS WITH ONE ANOTHER, JUST AS THESE ARE RULES FOR PLAYING:

BASEBALL



FOOTBALL

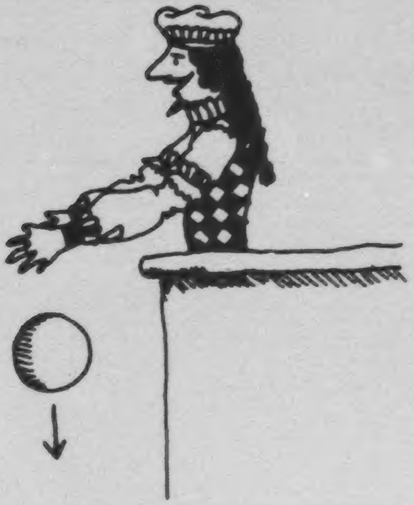


BASKETBALL

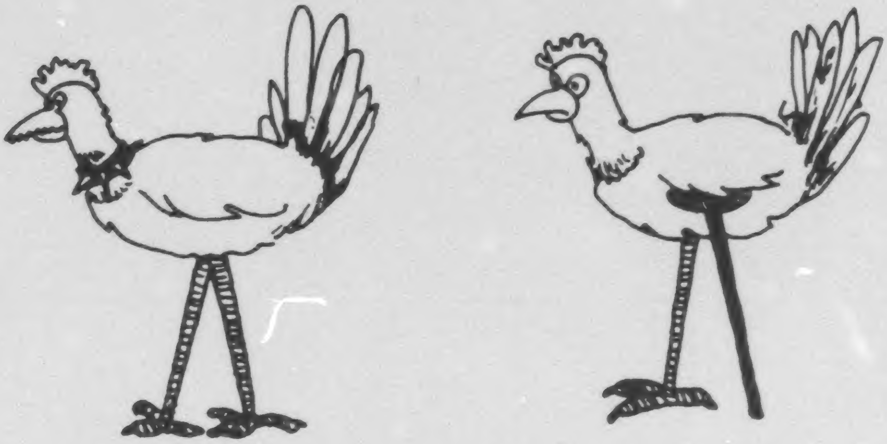
LAW CAN BE THOUGHT OF AS THE
RULES FOR LIVING IN A CIVILIZED SOCIETY

Transparency IX-1-2

NATURAL LAW



LAWS OF GRAVITY

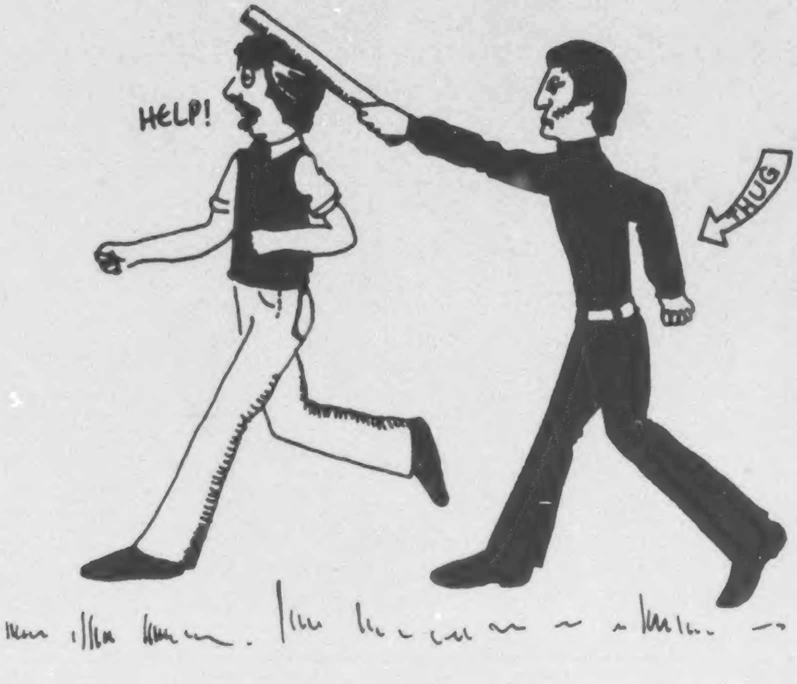


SURVIVAL OF THE FITTEST

Transparency IX-1-3

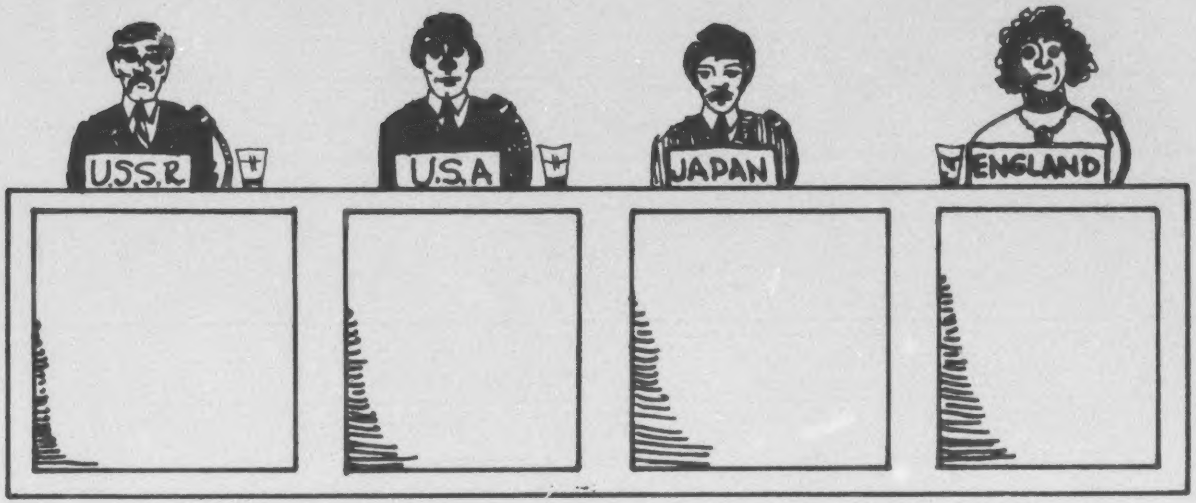
MORAL LAW

A PERSON, HEARING SOMEONE CALL FOR HELP, HAS A MORAL OBLIGATION TO CALL THE POLICE OR TRY TO HELP IN SOME WAY.



Transparency IX-1-4

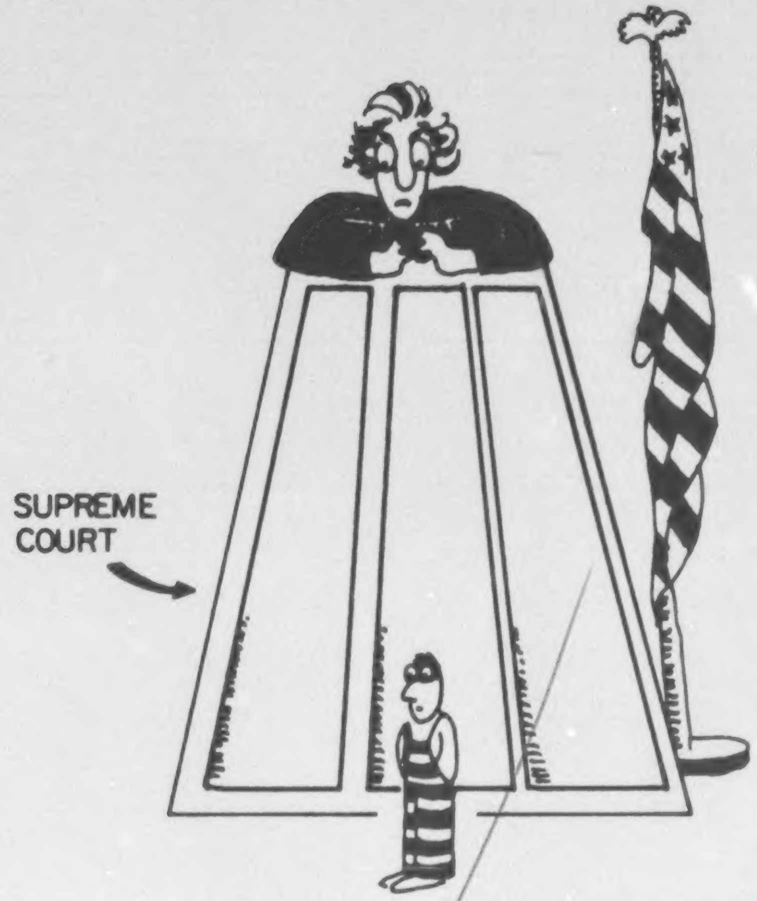
INTERNATIONAL LAW


U.S.S.R.
U.S.A.
JAPAN
ENGLAND

Transparency IX-1-5

CONCERNED WITH THE CONDUCT OF NATIONS IN RELATION WITH OTHER NATIONS

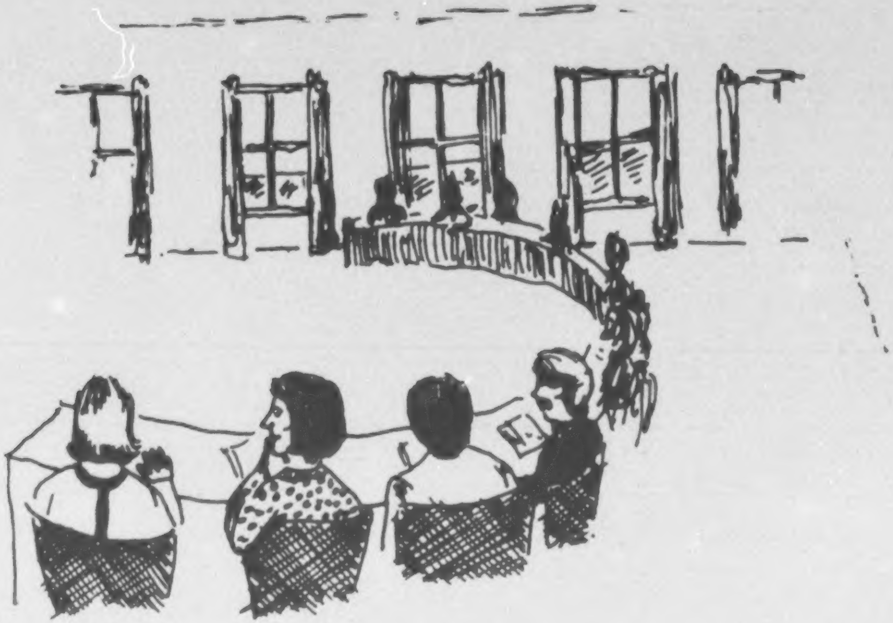
CONSTITUTIONAL LAW


SUPREME
COURT

CONCERNED WITH THE APPLICATION OF THE FEDERAL CONSTITUTION

Transparency IX-1-6

ADMINISTRATIVE LAW

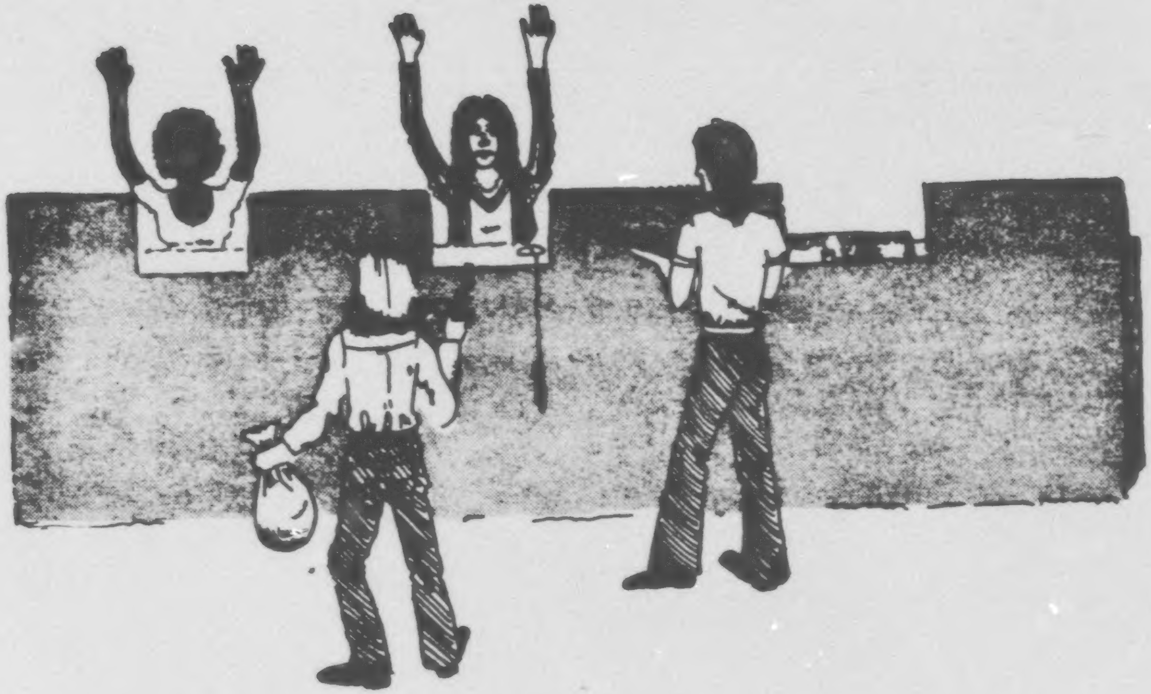


CITY COUNCIL

CONCERNED WITH CONDUCT OF GOVERNMENT ADMINISTRATIVE AGENCIES AND THEIR REGULATIONS

Transparency IX-1-7

CRIMINAL LAW

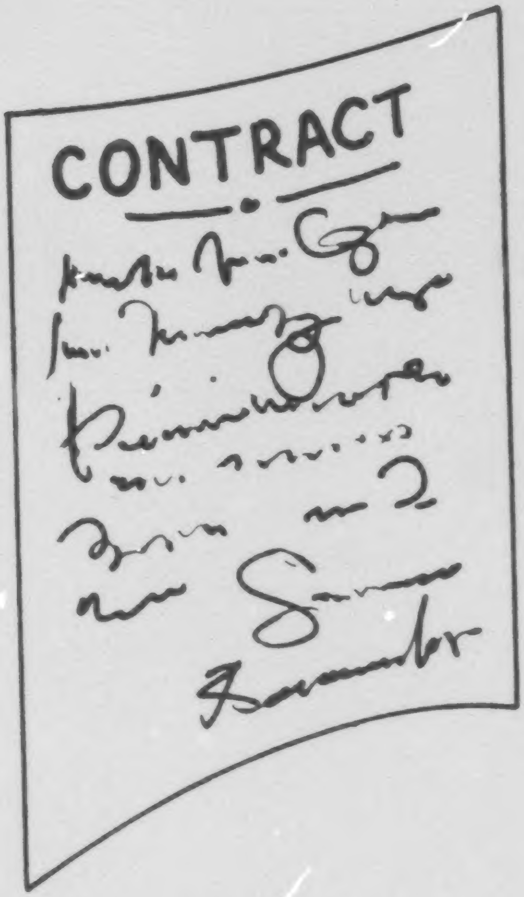


CONCERNED WITH ACTS AGAINST SOCIETY

Transparency IX-1-8

429

PRIVATE LAW



CONCERNED WITH RIGHTS AND OBLIGATIONS OF INDIVIDUALS.

Transparency IX-1-9

CLASSIFICATION OF WRONGFUL ACTS

CRIMES: Treason--is a serious crime of treachery against the federal government, such as revealing defense secrets to a foreign power.

Felony--is a serious crime against society, such as murder, arson, embezzlement, or bribery, and is usually punishable by imprisonment or in some states death.

Misdemeanor--is a less serious crime, such as a traffic violation, and is usually punishable by a fine or a relatively short period of imprisonment.

TORTS: The purpose of tort law is to provide compensation for losses suffered by persons whose legally protected interests have been violated, not to punish wrongdoers.

EXAMPLES: Negligence--When a person, through his own carelessness causes injury to another person or damage to this property, the party may sue for damages.

Libel and Slander--making false statements about a person's reputation and denying him the right to a good name. If the statement is written or published it is libel, and if it is spoken it is slander.

Trespassing--going on posted property; property that has been posted "Keep Out". Violator will be prosecuted for trespassing. Posting property is to keep people from damaging property.

Assault--An unlawful physical attack upon another; an attempt to do violence to another.

Battery--as by holding a club or other weapon in a threatening manner.

Handout IX-1-10

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED MATERIALS

Unit IX
Lesson 1

BOOKS

Catalde, Bernard F., Introduction to Law and the Legal Process. J. Wiley, New York, New York, 10001.

Riss, Martin J., Handbook of Everyday Law. Harper, 1959, New York, New York, 10001.

Schneidner, Smith and Whitcraft, Personal Business Law. McGraw-Hill, 300 West 42nd Street, New York, New York, 10001.

BOOKLETS

The Consumer and the Law. National Association of Secondary School Principals, Department of Education, 1201-16th Street, N.W., Washington, D.C., 20000.

Equal Justice for the Poor Man. Public Affairs Committee, Inc., 381 Park Avenue, South, New York, New York, 10016, 25¢.

You and the Law--Consumer Law "Rights and Responsibilities". Changing Times Educational Service, Suit G-14, 1729 H. Street, N.W., Washington, D.C. 20006.

You and the Law. Kiwanis International, 101 East Erie Street, Chicago, Illinois, 60607.

You and the Law--Owning or Renting a Home. Research Institute of America, Inc., 489 Fifth Avenue, New York, New York, 10017.

What Everyone Should Know About Law. Catalogue A428, Channing L. Bete Company, Inc., 45 Federal Street, Greenfield, Massachusetts, 01301, Telephone number: 413-774-2301

What Should You Know About Wills. National Research Bureau, Inc., 424 North Third Street, Burlington, Iowa, 52601.

When Do You Need a Lawyer? National Research Bureau, Inc., 424 North Third Street, Burlington, Iowa, 52601.

FILMS

The Bill of Rights in Action. A story of a trial. The film follows two young men who are accused of a misdemeanor offense, 22 minutes, color, 1966, State.

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED MATERIALS

Unit IX
Lesson 1

FILMS (continued)

A Family Affair. A study of people, problems, and principles. The points made in this film about national legislature issues and the citizens' part in solving them. 30 minutes, color, National Association of Plumbing, Heating-Cooling Contractors, 1016-20th, N.W., Washington, D.C., 20036.

Why We Respect the Law. Main theme is the development of an attitude of respect for the law. 13 minutes, 1950, State.

PAMPHLETS

Meat Inspection for Your Protection. Division of Animal Health and Dairies, 1444 East Main Street, Richmond, Virginia.

Virginia's Weights and Measures Law. Virginia Department of Agriculture and Commerce, P.O. Box 1163, Richmond, Virginia 23209.

You and The Law. Kiwanis International, 101 East Erie Street, Chicago, Illinois, 60607.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit IX
Lesson 2

SUBJECT: Contracts

OBJECTIVE: The student will be able to recognize the required elements of a contract.

TEACHING AIDS: Blackboard, overhead projector

MATERIALS: Samples of different types of contracts, transparencies

REFERENCES: The Consumer and the Law. National Association of Secondary School Principals.
Succeeding in the World of Work. McKnight and McKnight Publishing Company, 1970, Bloomington, Illinois.

I. PREPARATION (of the learner)

Introduction
- A. Have you made a contract today?
- B. Have you made an oral contract today?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. What is a contract?	Refer to Transparency IX-2-1.
1. Purpose of contracts	
2. Types of contracts	Review and discuss.
a. Express	
b. Implied	Refer to Handout IX-2-2, IX-2-3.
c. Informal (written or oral)	
d. Formal (written)	
B. Required Elements of a Contract	Refer to Transparency IX-2-4.
1. Mutual assent	
2. Competent parties	Discuss.
3. Consideration	
4. Legal bargain	
5. Required form	
C. Sales Contracts	Refer to Handout IX-2-2, IX-2-3.
1. Uniform sales act	
2. Conditional sales contracts	Discuss.
3. Truth and lending law	

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
D. Minors' Liability on Contracts 1. Necessities 2. Station in life rule	Ask: Can minors make a contract? If so, under what conditions?
E. Things That Make a Contract Void 1. Duress 2. Undue influence 3. Fraud or misrepresentation 4. Incompetence	Refer to Handout IX-2-5 and discuss.
F. Remedies for Breach of Contract 1. Recision (to do away with) 2. Damages 3. Specific performance	Explain terms and call for examples from the class.

III. APPLICATION

A. Have students fill out a contract for the sale of an automobile.
B. Have someone who is familiar with sales contracts speak to group.

IV. TEST

Have students identify types of contracts and elements necessary for a contract by matching terms and definitions.

SUGGESTED ACTIVITIES:

Have students list how many contracts they or their parents may have made.
Have students prepare a bulletin board of sample contracts.
Have students prepare a skit on buying a car and signing a contract.

NEXT LESSON: You and the American Economy

CONTRACT

AN AGREEMENT BETWEEN TWO OR MORE PARTIES FOR THE DOING OR NOT DOING OF SOME DEFINITE THING.

Express--Contracts that specifically state the agreement of the parties orally or in writing.

Implied--Not stated or written but are understood from the acts or conduct of the parties, from the customs of the trade, or from the conditions or circumstances.

Example: Bill entered a men's shop, ordered an overcoat, and left instructions that it was to be delivered to his house. The price of the coat, when payment was to be made, and the exact time of delivery were not discussed. This is an implied contract. Several implied agreements are involved: (1) That the market price of the coat will be paid, (2) that payment will be made on delivery or when it is customary to make payments, and (3) that delivery will be made within a reasonable time.

Informal--They are made when you make purchases of clothing at a local store, have clothes cleaned at the dry cleaner, or have your shoes repaired at the shoe shop. They may be written or oral.

Formal--These contracts are written and usually require a seal to make them enforcable by law.

Transparency IX-2-1

SIMPLE CONTRACT

MICHAEL ALLAN OF 659 Biscayne Boulevard, Hollywood, Florida 33023, purchased an Apex television set, model 0109, cherry finish, for $320.00. The price of the set included an outdoor aerial and installation. Terms of the sale: $80.00 down. $40.00 a month for six months. Complete this sample contract or order form, using the current date and your name as the name of the salesman.

LINCOLN RADIO AND TELEVISION COMPANY
3180 South Ocean Drive, Hallandale, Florida 33009

(305) 929-3965

Date___________

Please deliver and install the following instrument as specified herein, and in accordance with prices, terms, and conditions made in this order, at,

Name of Customer_______________________________Phone___________

Address____
(No.) (Street)

_______________________________ _______________________
(city) (State) (Zip)

Installation address_______________________________

Model Price Description of Instrument

____

Terms:---

It is expressly understood that there is no verbal undertanding or additional written agreement existing that can change or modify the prices, conditions of sale, or terms of payment as specified herein, and acceptance of this order becomes a binding contract subject to the terms and conditions set forth herein.

Salesman ____________________ Accepted by ____________________
(Your Name) (Customer)

____

____________________NAME AND DATE

Handout IX-2-2

FORMAL CONTRACT

Eric Herberts, owner of a wholesale notion business located at 619 Westfield Avenue, Elizabeth, New Jersey 07208, agreed to employ Joel Allan of 58 Huyler Avenue, Newark, New Jersey 07105, as a salesman for a period of two years. He was to receive a salary of $175 a week plus six percent commission on gross sales, payable weekly on the last working day of each week. Write the contract of employment by completing the following form.

FORMAL CONTRACT

AGREEMENT made this   day of   , 19   , between

                                        , hereinafter called "the employee",

and   hereinafter

called "the employer".

WITNESSETH:

In consideration of their mutual promises contained herein, the parties hereto agree as follows:

The employee agrees to work for the period of   years from the date herein

as

of the employer and agrees faithfully to serve the employer and to devote all his time and attention to the interest of his employer's business.

The employer agrees to pay to the employee the sum of   payable weekly on the last working day of each week during the term of this agreement.

IN WITNESS OF, the said parties have hereunto set their hand on this, the date first above written.

Signed, Sealed, and Delivered in Presence of

____________________ ____________________(L.S.)

____________________ ____________________(L.S.)

Handout IX-2-3

REQUIRED ELEMENTS OF A CONTRACT

1. MUTUAL ASSENT — THE PARTIES TO A CONTRACT MUST BE IN COMPLETE AGREEMENT. THIS IS CALLED MEETING OF THE MINDS. BOTH PARTIES SHOULD UNDERSTAND WHAT THEY ARE UNDERTAKING.
2. COMPETENT PARTIES — THE PARTIES TO A CONTRACT MUST BE CAPABLE OF KNOWING WHAT THEY ARE DOING. THEY MUST BE OF LEGAL AGE AND NORMAL MENTALLY.
3. CONSIDERATION — EACH PARTY TO A CONTRACT MUST PROMISE TO EITHER GIVE UP SOMETHING OF VALUE THAT HE HAS LEGAL RIGHT TO KEEP OR AGREE TO DO SOMETHING THAT HE IS OTHERWISE NOT LEGALLY REQUIRED TO DO.
4. LEGAL BARGAIN — ALL CONTRACTS MUST BE IN COMPLIANCE WITH FEDERAL, STATE, AND LOCAL LAWS. IF THEY ARE NOT THEY ARE NOT CONSIDERED A LEGAL BARGAIN AND CANNOT BE COLLECTED LEGALLY.
5. REQUIRED FORM — CERTAIN CONTRACTS, SUCH AS THOSE INVOLVING AN AMOUNT OF $500 OR MORE MUST BE IN WRITING TO BE ENFORCEABLE.

MAKING A CONTRACT

Transparency IX-2-4

CIRCUMSTANCES THAT MAKE A CONTRACT VOID

DURESS--Pressure or influence applied to a person's will by threat of bodily harm against him or his family or the threat of serious damage to his property in order to compel him to do something that he does not want to do.

UNDUE INFLUENCE--When a person who has the power to control the actions of another because he bears a special or confidential relationship to that person, uses his power to his advantage.

FRAUD OR MISREPRESENTATION--Fraud is the intentional misrepresentation of a material fact by one party with the hope of influencing the other party. It may be made by spoken or written words or by acts or conduct.

INCOMPETENCE--Parties involved in contracts who have been declared mentally incompetent or who are highly intoxicated are void from contracts if the person can return the goods. It not, he is liable.

Handout IX-2-5

SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit IX
Lesson 2

BOOKS

Catalde, Bernard, F., Introduction to Law and the Legal Process. J. Wiley, New York, New York, 10001.

Riss, Martin J., Handbook of Everyday Law. Harper, 1959, New York, New York, 10001.

Schneider, Smith and Whitcraft, Personal Business Law. McGraw-Hill, 200 West 42nd Street, New York, New York, 10001.

BOOKLETS

The Consumer and the Law. National Association of Secondary School Principals, 1201 16th Street, N.W., Washington, D.C., 20000.

FILMS

What is a Contract? Describes oral and written contracts and shows how they must have mutual assent. 10 minutes, $2.50, Business Education Films, Brooklyn, New York, 11201.

IWE - I

UNIT X

JOB SAFETY

Lesson 1. Accidents: Causes and Effects

Lesson 2. Material Handling

Lesson 3. Personal Protective Equipment

Developed by

William G. Wyatt

and

John B. Moore

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit X
Lesson 1

SUBJECT: Accidents - Causes and Effects

OBJECTIVE: Students will be able to identify the chief causes of accidents and discuss their effects from the viewpoint of both the employer and employee.

TEACHING AIDS: Overhead projector

MATERIALS: Transparencies, Handouts

REFERENCES: Industrial Safety. Blake, R. P., Prentice-Hall
Falls. Virginia Department of Labor and Industrial, Safety Division, Box 1814, Richmond, Virginia

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I. PREPARATION (of the learner)

Tell the story of an accident which obviously could have been prevented.

Ask: What caused the accident?
How could it have been avoided?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Five Factors in the Accident Sequence	Refer to Transparency X-1-1, X-1-2
1. Ancestry and Social environment	
a. Stubborness	
b. Recklessness	
c. Environment may cause the development of undersirable traits of the person	
2. Fault of person	Stress: Behavoristic reasons are the main cause of accidents.
a. Superior attitude	Refer to Transparency X-1-3.
(1) Deliberate chance taking	
(2) Not paying attention to instruction	
(3) Failure to follow known safety procedure	
(4) Forgetfulness	
(5) Horseplay	
(6) Hot temper	
b. Improper operation of equipment	

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
(1) Not knowing how to operate machines safely	
(2) "Know it all" - overconfidence	
3. Unsafe act and/or mechanical or physical hazard	Refer to Transparencies, X-1-4, X-1-5, and X-1-6.
a. Unsafe act	Have students list unsafe acts from Transparency X-1-7.
(1) Poor housekeeping	
(2) Improper dress	Handout X-1-8.
(3) Physical or mental defects	
(4) Standing under a lifted load	
(5) Removal of safety guards	
(6) Starting machinery without instructions	
b. Mechanical or physical hazard	"Grinding Wheels - Overspeed and Improper Mounting", Handout X-1-9.
(1) Poor ventilation	
(2) Poor lighting	"Hand-Tool-Appraisal Check List" Handout X-1-10.
(3) Machinery poorly guarded	
(4) Defective or broken equipment	Transparency X-1-11. "Accident Causes and Effects"
4. The Accident	Transparency X-1-11. "Accident Causes and Effects"
a. Being hit	
b. Striking against	
c. Caught in	
d. Falling	
e. Electrical contact	
5. Injury	
a. Fractures (breaks)	
b. Lacerations (cuts)	
c. Contusions (bruises)	
6. Effects of Injury	Transparency X-1-12.
a. Permanent or temporary disability	Read and explain Handout X-1-13. "Do You Bet Your Paycheck?" stress company policy.
b. Loss of wage	
c. Loss of production	
d. Suffering of injured worker	
e. Loss of job	
f. Death	

III. APPLICATION

Have students form teams of five and list on handout form, the safety hazards in the school environment.

(See reference - Safety Education)

IV. TEST

A. Students list and explain three causes of accidents.
B. Students will list three of the effects of an accident on the job.

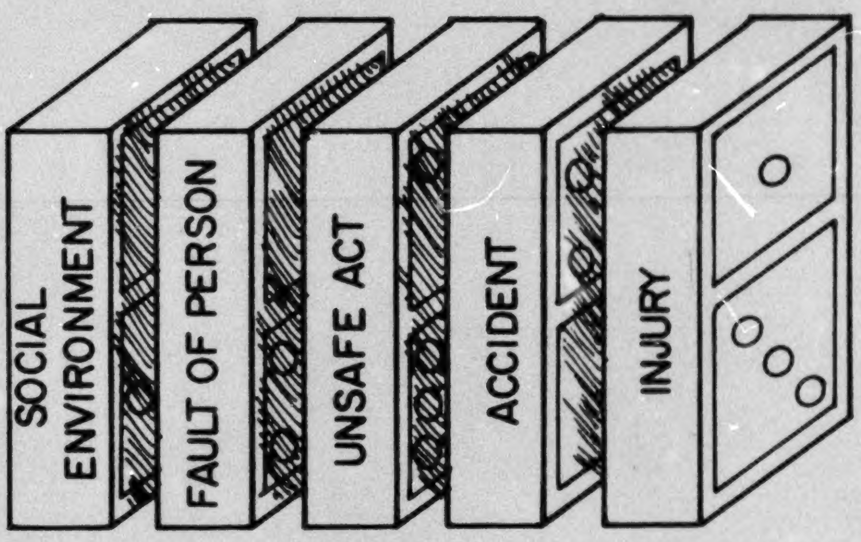
SUGGESTED ACTIVITIES:

1. Have students find newspaper story of an industrial accident.
2. Divide into teams of five; appoint captain to supervise the students. Consider school a model industry which has requested a safety inspection. Make a list of unsafe conditions within the school.

See Handout X-1-14a and X-1-14b.

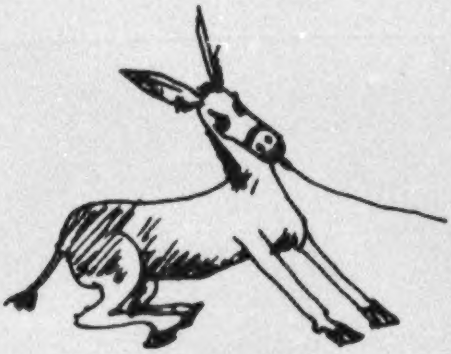
NEXT LESSON: Material Handling

FIVE FACTORS IN THE ACCIDENT SEQUENCE

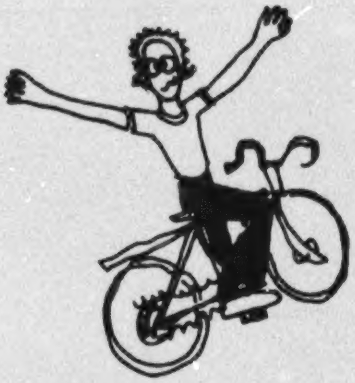

SOCIAL ENVIRONMENT
FAULT OF PERSON
UNSAFE ACT
ACCIDENT
INJURY

Transparency X-1-1

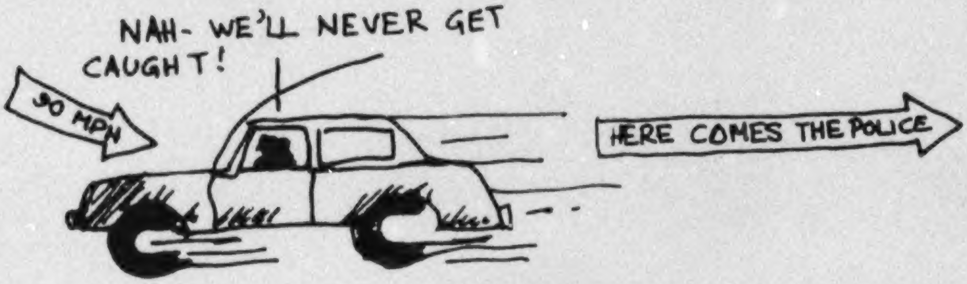
ANCESTRY AND ENVIRONMENT MAY CAUSE THE DEVELOPMENT OF UNDESIRABLE HABITS LEADING TO ACCIDENTS



STUBBORNESS



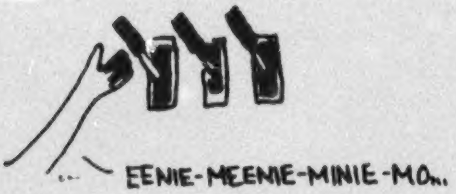
RECKLESSNESS


NAH- WE'LL NEVER GET CAUGHT!
90 MPH
HERE COMES THE POLICE

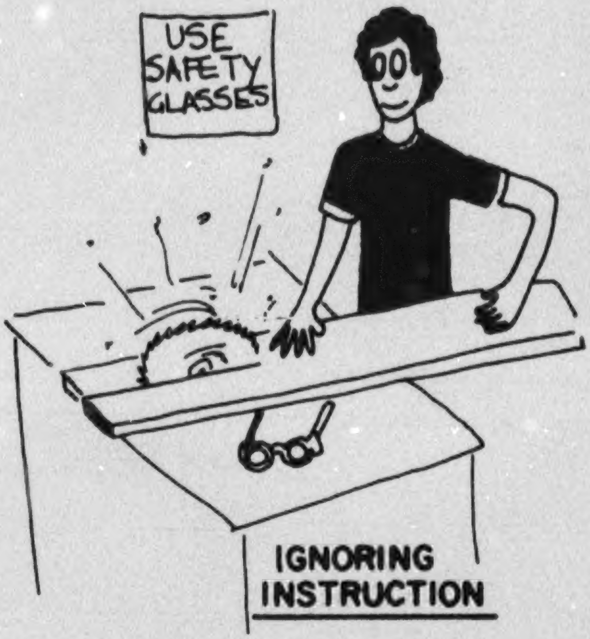
CHANCE TAKING

Transparency X-1-2

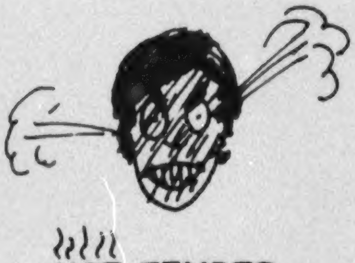
BEHAVIORISTIC CAUSES OF ACCIDENTS


EENIE-MEENIE-MINIE-MO...

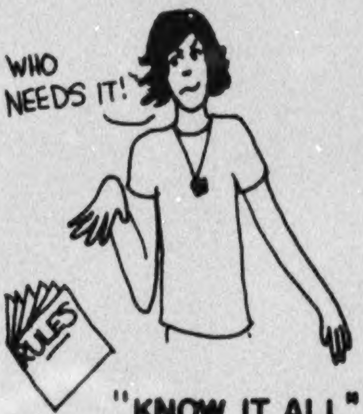
INEXPERIENCE


USE
SAFETY
GLASSES

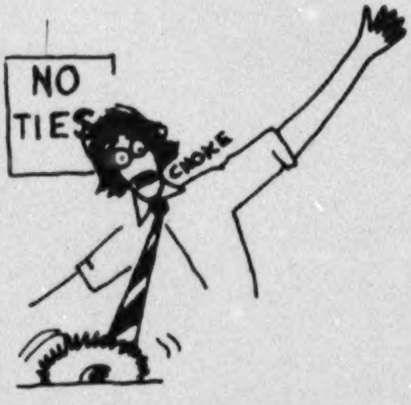
IGNORING INSTRUCTION



HOT TEMPER

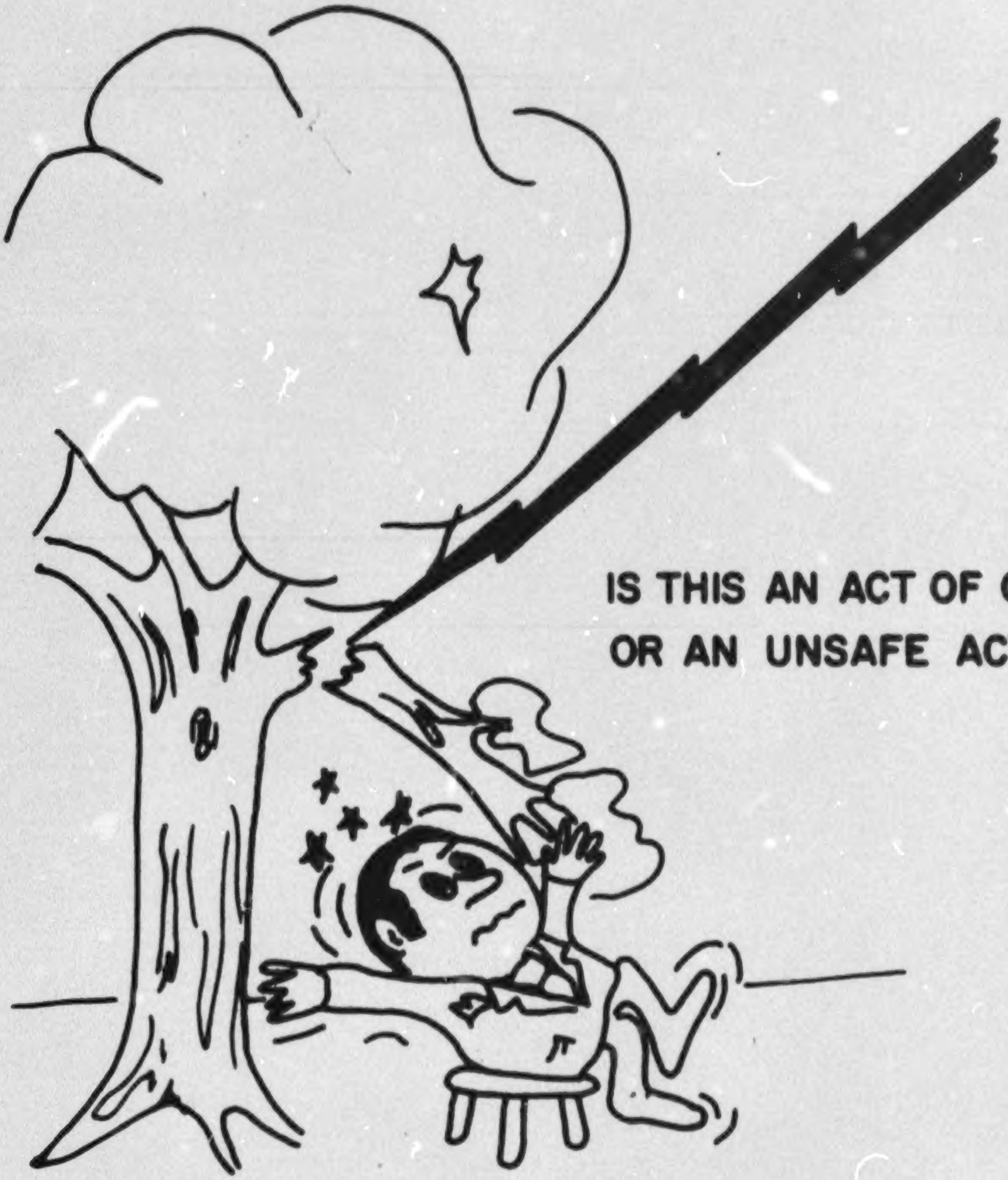

WHO NEEDS IT!
RULES

"KNOW IT ALL"


NO
TIES
CHOKE

NOT FOLLOWING KNOWN SAFETY PRECAUTIONS

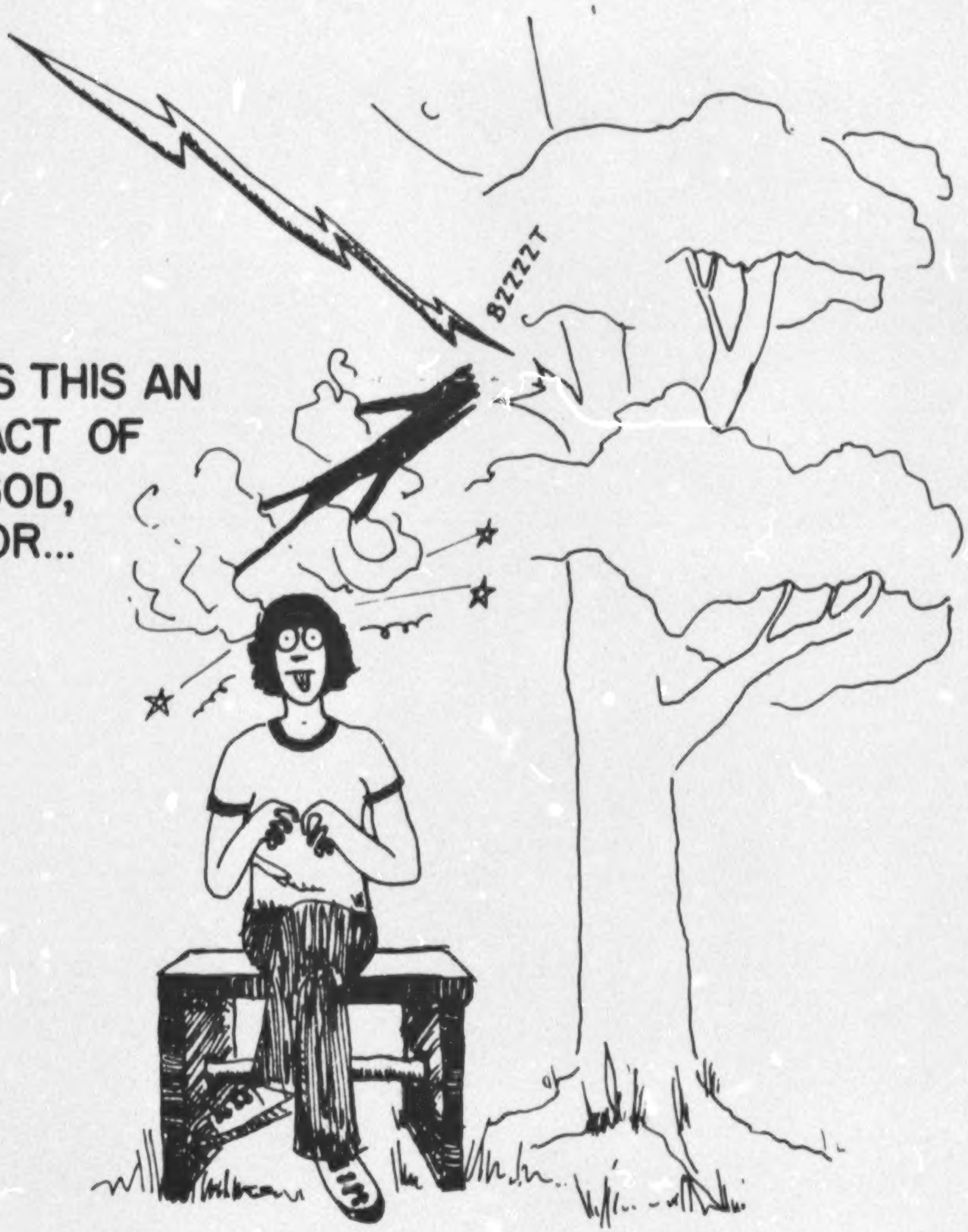
Transparency X-1-3



IS THIS AN ACT OF GOD
OR AN UNSAFE ACT ?

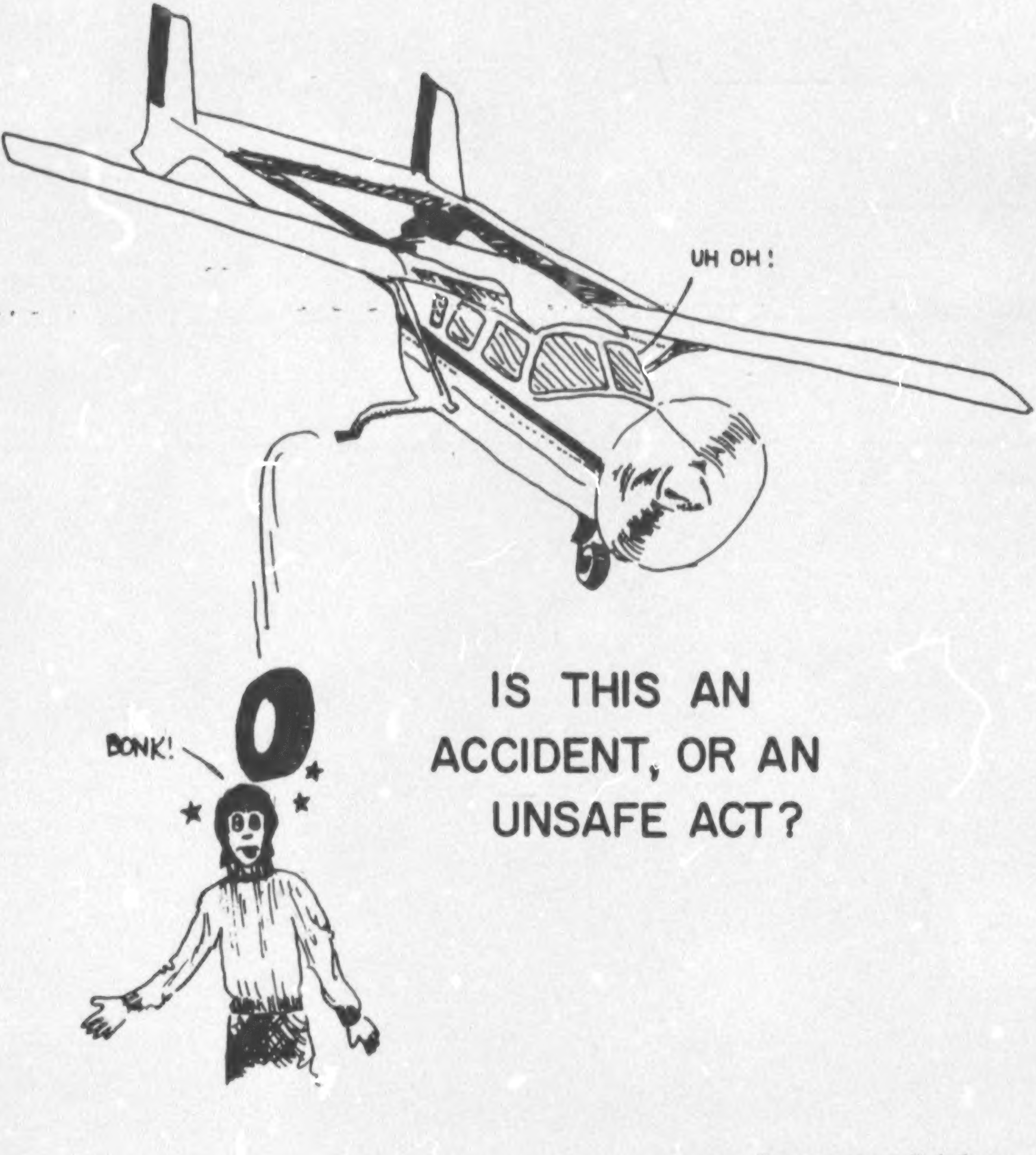
Transparency X-1-4

IS THIS AN ACT OF GOD, OR...



AN UNSAFE ACT?

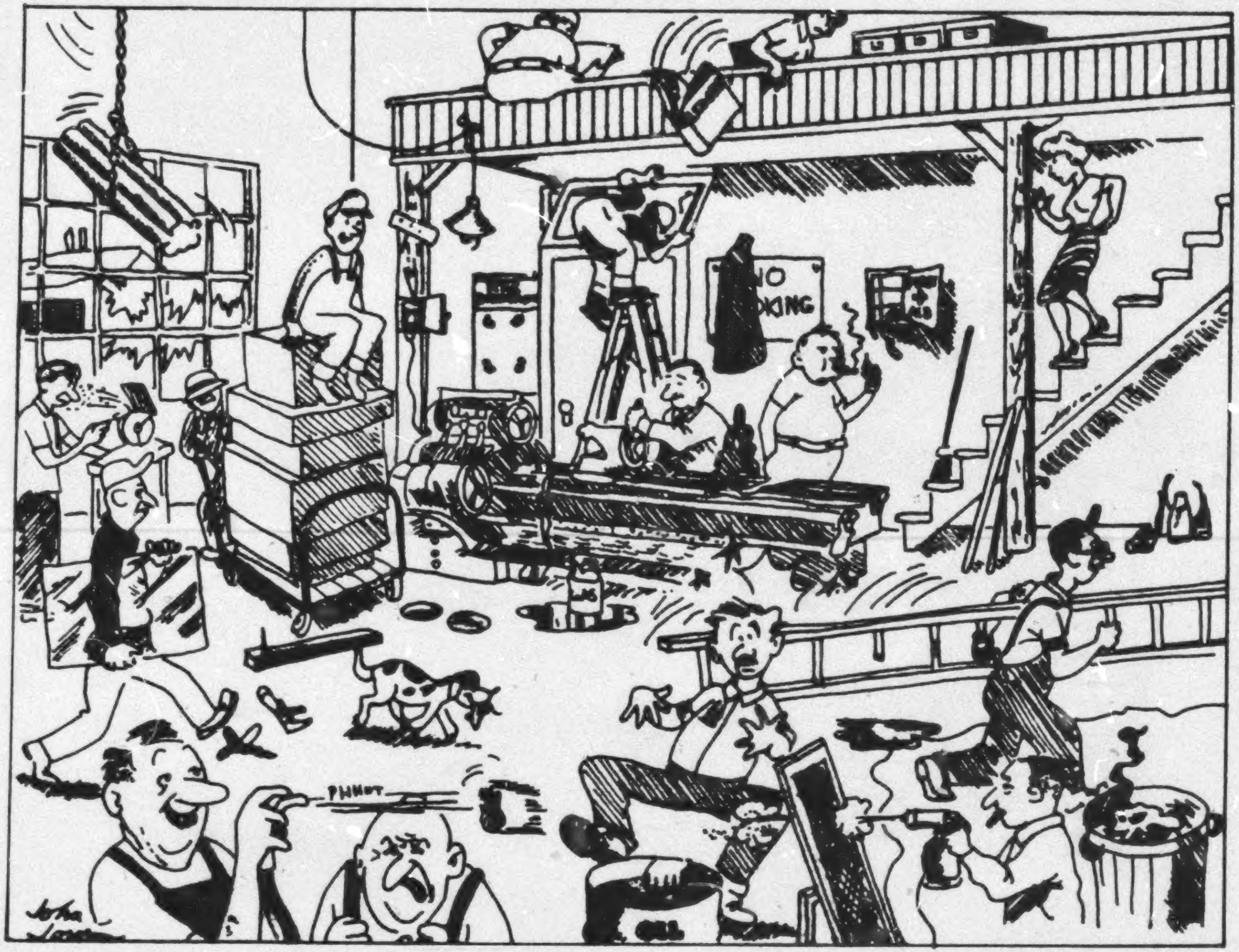
Transparency X-1-5



IS THIS AN ACCIDENT, OR AN UNSAFE ACT?

Transparency X-1-6

WHAT'S WRONG WITH THIS PICTURE ?


NO SMOKING
PHHHT
OIL

Transparency X-1-7

467

Answers To
What's Wrong With This Picture

1. Unsafe lifting of load with hoist - proper slings not being used.
2. Broken window panes.
3. Operator of grinder is not wearing safety glasses.
4. Unsafe operation of grinder - guard and tool rest not in place - grinding high on the wheel.
5. High load on hand truck - operator cannot see in front of load because of the type of hat he is wearing and the height of the load.
6. Broken wheel on hand truck.
7. Employee riding on load of hand truck.
8. Unsafe wiring, improper light fixture, broken light bulb, etc.
9. Open door on electric fuse box.
10. Fire extinguisher is missing from rack.
11. Door is open and "first aid kit" is empty. Lettering is on the inside of the door.
12. No smoking sign is partly covered by man's jacket.
13. Employees are smoking.
14. Mezzanine enclosure is unsafe because it is not high enough (the proper enclosure would prevent anyone from sitting on the top rail as a man is doing and the ledger book would not be falling from this rail if properly designed).
15. Hand rails are missing on stairs to mezzanine.
16. Unsafe or improperly guarded floor opening to stairway at mezzanine.
17. Broom on stairs.
18. Spike protruding from post.
19. Rods or bars propped against post.
20. Lathe operator is wearing unsafe clothing (long sleeves and tie).
21. Lathe operator is not wearing eye protection.
22. Goggles and wrench are lying on ways of the lathe.

Handout X-1-8

23. Gas can and spilled gasoline are on the floor.

24. Empty bottles have been left on the floor.

25. Open floor drain and loose drain hole cover.

26. Man carrying pane of glass without hand protection.

27. Wrench on floor. (This type of wrench is no longer used in industry as it is unsafe.)

28. Banana peel on floor.

29. Board with protruding nail on floor.

30. Spilled oil on floor.

31. Sharp pencils in man's shirtpocket.

32. Hole in sole of man's shoe - poor footwear.

33. Woman wearing high spike heels.

34. Horseplay with air hose.

35. Cloth or glove should be removed from oil barrel (metal cover is missing).

36. Fire should be extinguished in trash barrel and metal cover is missing and trash barrel, of course, is being used improperly.

37. Man is carrying a broken and unsafe ladder (we hope to the junk yard).

38. Man is carrying the ladder improperly and with disregard to other employees.

39. Sharp tool in man's back pocket.

40. Stepladder is not opened properly.

41. Stepladder is being used in a doorway with the door closed.

42. The shop has a sanitation problem, as evidenced by the rat.

43. Dog should not be allowed in the shop.

44. Man wearing ring on his finger.

45. Man using stepladder is overreaching, is off balance and is standing improperly on the ladder.

46. Unsafe, unsegregated and improperly vented spray painting operations.

47. Spray painter is smoking and not using face mask.

48. Extension cord is strung across the floor of the work area with splice in spilled oil. (Fire and trip hazard.)

49. Safety glasses missing on all employees.

50. Plant layout and housekeeping is generally poor.

51. There is a general lack of good supervision.

GRINDING WHEELS--OVER-SPEED AND IMPROPER MOUNTING

The accident

A portable grinder operator was struck in the mouth and a passer-by was struck in the forehead with flying pieces of a grinding wheel that had disintegrated. Investigation revealed that the wheel was running at 25 per cent above rated speed. The bore of the grinding wheel was 1 1/4 inches. The motor shaft was 1/2 inch. Washers had been used to compensate for the difference between the two diameters. Also, rough washers had been used to hold the wheel instead of properly designed flanges. Paper spacers were not used between the wheel and the washers. There was no guard on the wheel.

This accident was the result of a violation of about every safe practice for grinding wheels. Following the accident, other portable grinders were found in a similar condition--over-speed, improperly mounted, washers used instead of flanges, and no guard.

Discussion

Listed below are a few of the recommendations made by the National Safety Council and by the American Standards Association for safe operation of grinding wheels.

1. As soon as a grinding wheel is received from the manufacturer, it should be unpacked and carefully inspected for the possibility of damage suffered in shipment, and it should also be given the "ring" test. Before being mounted, the wheel should be given the ring test again.

2. An abrasive wheel should never be mounted without compression washers to compensate for the slight unevenness of wheel or flanges. Blotting paper, rubber, or leather may be used for this purpose.

3. If the spindle is smaller than the bushing of the wheel, the wheel should be rebushed by the manufacturer or by experienced people in the plant.

4. Abrasive wheels should always be mounted between flanges. Flanges for the same wheel, whether straight or tapered, should be of the same diameter and thickness.

HAND TOOL APPRAISAL CHECK LIST

Unsafe Conditions	Unsafe Acts
Screw Drivers	
Badly worn, splintered, or broken handle	Using screw driver as a chisel, pry, or punch
Bent blade or shank	Holding screw driver in one hand and work in the other
Dull or poorly shaped blade	Using wrong-size screw driver
Knives	
Dull blade	Cutting toward body
Worn handle	Placing in unprotected position
	Not using protective sheath
Chisels and Punches	
Head mushroomed	Not wearing safety glasses
Head and point over-tempered (Look for chipping at the cutting point.)	Not holding tool in safe manner
Body of tool too short to allow safe grip	
Mallets and Hammers	
Loose, split, or rough handle (Tape should not be used on handle because it covers defects.)	Using wrong type of hammer (carpenter's hammer for machine work)
Head poorly or loosely fitted to handle	Exposing free hand to hammer blows
Files	
Handle missing	Using file as pry or punch
File teeth covered with foreign material or dull	Hitting file with hammer
Wrenches	
Jaws worn or sprung	Using wrong type or size of wrench
Mechanical defects	Using pipe on handle to get more leverage
	Using wrench as a hammer
Saws	
Improper set	Using crosscut saw as a ripsaw
Loose or splintered handle	Starting saw with a down instead of an up stroke

Handout X-1-10

HAND-TOOL-APPRAISAL CHECK LIST

Lifting Jacks

Unsafe Conditions

- Worn threads, etc.
- Poor and inadequate base
- Jack filled with dirt and grit
- Jack standing under load with handle in socket

Unsafe Acts

- Using jack rated below load
- Failing to place jack on firm foundation
- Standing over handle of jack

Electrically Powered Hand Tools

Unsafe Conditions

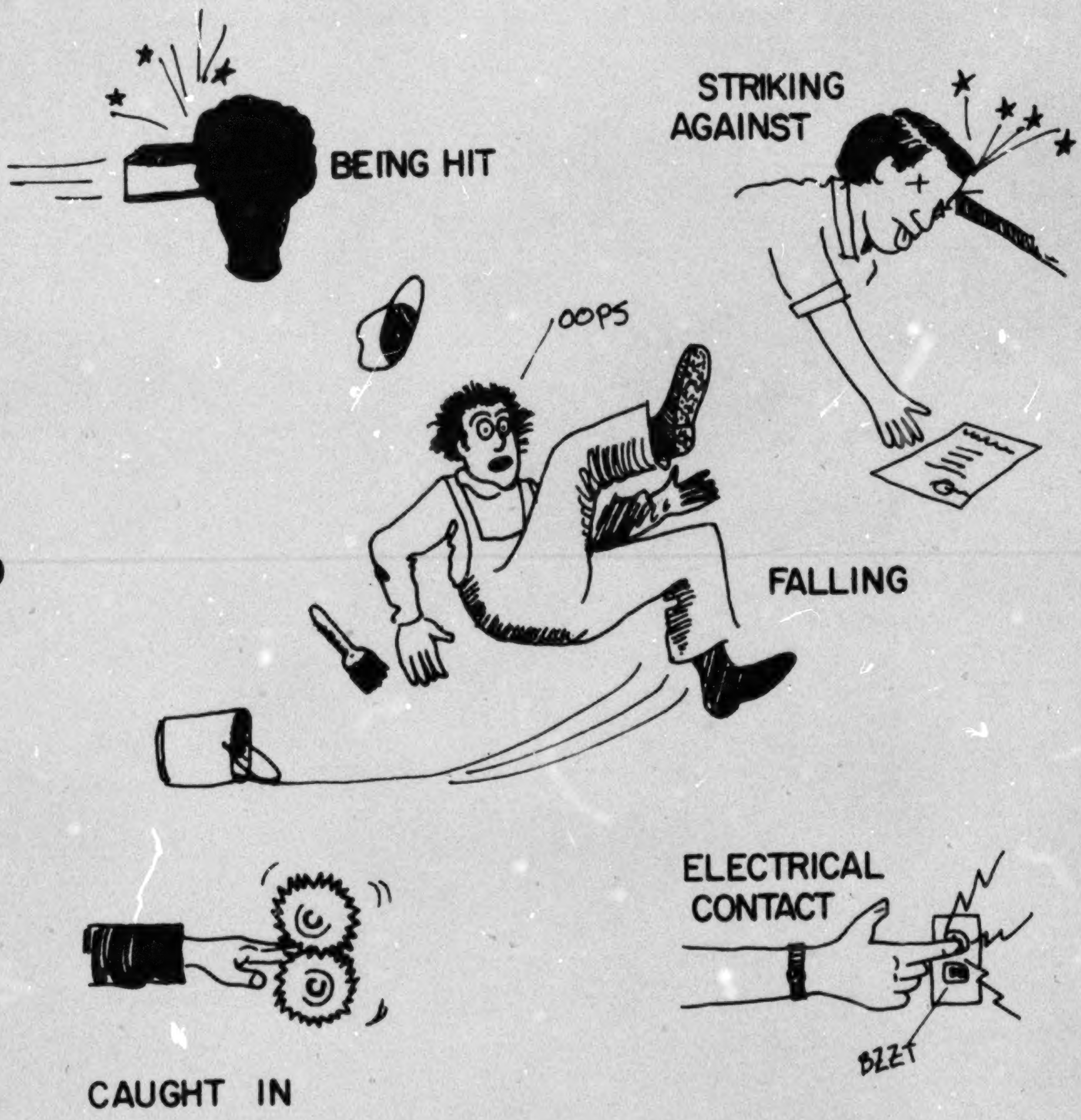
- Ground wires missing or not connected
- Guards defective or missing, cords left across passageways, causing tripping hazards
- Defective leads
- Brushes sparking

Unsafe Acts

- Misuse of powered tool
- Failure to get a firm footing before starting work

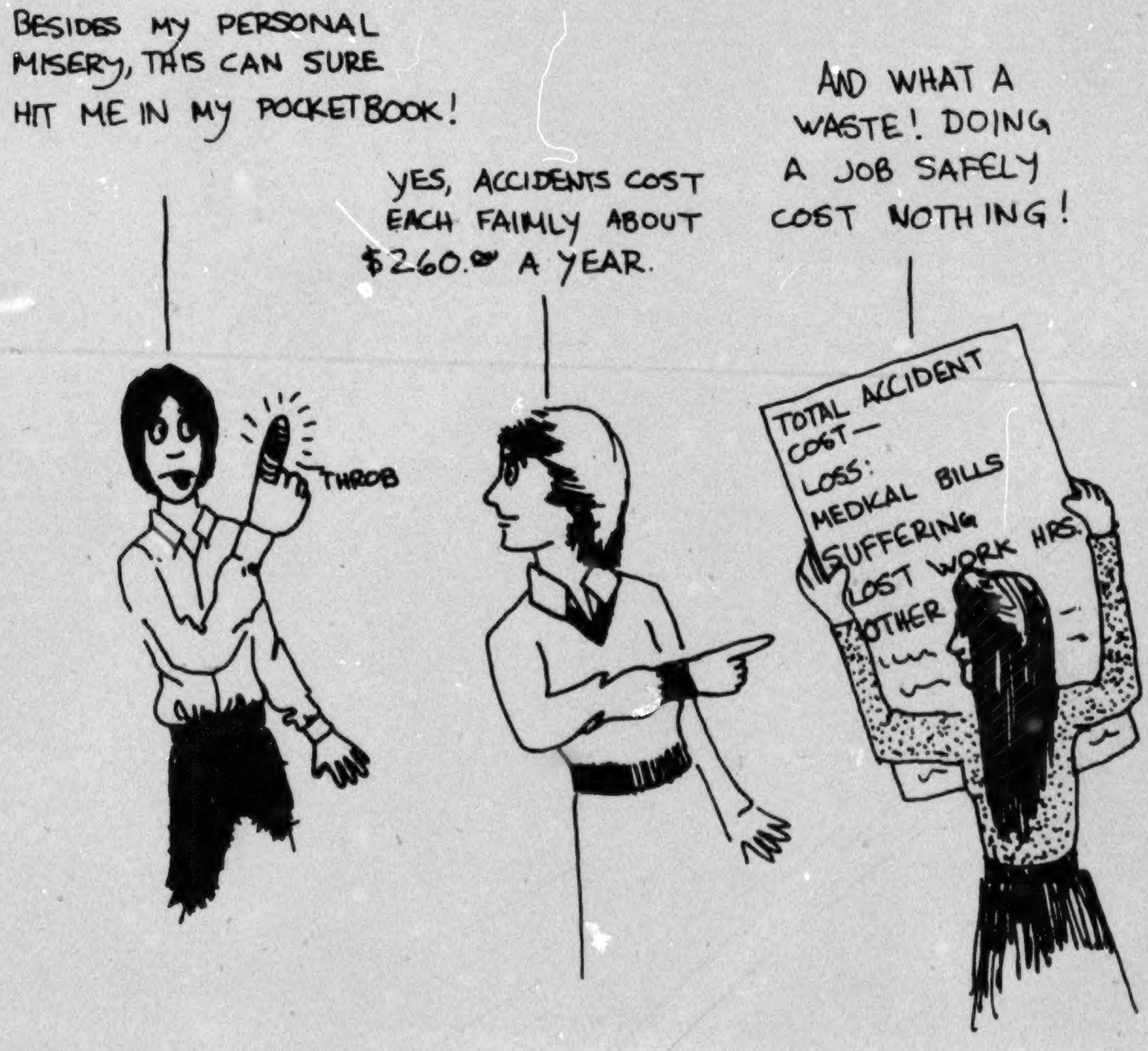
Handout X-1-10

ACCIDENT CAUSES AND EFFECTS


BEING HIT
STRIKING AGAINST
OOPS
FALLING
ELECTRICAL CONTACT
BZZT
CAUGHT IN

Transparency X-1-11

ACCIDENTS MAY CAUSE LOSS OF WAGES... LOSS OF PRODUCTION... SUFFERING OF INJURED... LOSS OF JOB... EVEN DEATH...


BESIDES MY PERSONAL MISERY, THIS CAN SURE HIT ME IN MY POCKETBOOK!
YES, ACCIDENTS COST EACH FAIMLY ABOUT $260.00 A YEAR.
AND WHAT A WASTE! DOING A JOB SAFELY COST NOTHING!
THROB
TOTAL ACCIDENT COST—
LOSS:
MEDKAL BILLS
SUFFERING
LOST WORK HRS.
OTHER

Transparency X-1-12

SAFETY BULLETIN

Do You Bet Your Paycheck?

Some employees who have lost time for work injuries do not receive a paycheck, regardless of the length of time involved.

We cite a section of the law from the Workmen's Compensation Act.

65.1-38: When compensation is not allowed for injury or death; burden of proof.—No compensation shall be allowed for an injury or death
(1) due to the employee's willful misconduct, including intentional self inflicted injury.
(2) growing out of his attempt to injure another.
(3) due to intoxication, or
(4) due to willful failure or refusal to use a safety applicance or perform a duty required by statute or the willful breach of any rule or regulation adopted by the employer and approved by the Industrial Commission and brought prior to the accident to the knowledge of the employee.

We believe you will agree that it is bad enough to suffer the pain of a lost time injury and receive full compensation of 60% of your wages, not exceeding $62.00 per week after the first week, the first seven days not being paid unless you are out of work more than six (6) weeks, but to endure the suffering without any compensation could result in hardship to your loved ones as well.

Therefore, we hope you will better realize that your safety is your responsibility and determine to do your utmost in the following rules and regulations of safe work practices. To do less, could mean a physical and financial loss to you.

Handout X-1-13

HAZARD CHECKLIST

Safety-Appraisal Report

Name______________________________ Date____________________

Supervisor__________________________ Section__________________

HOUSEKEEPING - State whether or not aisles are clear, stock properly piled, floors free from slipping and tripping hazards, and work area orderly.

MACHINE HAZARDS - State what guards are not found in use and where guards should be provided. This should include gears, sprockets, chains, bolts, shafting, etc.

FIRE HAZARDS - (a) Are all fire-fighting appliances and fire exits ready for immediate use? (b) Are flammable materials properly handled and stored?

Handout X-1-14a

PROTECTIVE EQUIPMENT - Are goggles, respirators, safety caps, and other equipment being worn as required? Jewelry and rings are a source of danger around moving machinery.

ELECTRICAL EQUIPMENT - Note condition of switches, outlets, light cords, and ground wires.

TOOLS - (a) Are the proper tools being used for each job? (b) Are handles missing from files; chisels mushroomed; hammers, wrenches, and screw drivers defective?

GENERAL CONDITIONS - (a) Are boards with nails left on floor? (b) Are ladders, stairs, guards, and other equipment in need of repair?

SET A GOOD SAFETY EXAMPLE YOURSELF

Handout X-1-14b

SUPPLEMENTAL
TEACHING MATERIALS FOR IWE
GENERALLY RELATED LESSONS

Unit X
Lesson 1

BOOKS

Blake, R. P., Industrial Safety. Prentice-Hall, New Jersey, 1963.

Davidson, Ray. Peril on the Job. Public Affairs Press, Washington, D.C.

DeReamer, Russell. Modern Safety Practices. John Wiley & Sons, Inc., New York, New York, 1958.

_______. Modern Safety Management. John Wiley & Sons, New York, 1958.

Floris, A. E. and G. T. Stafford. Safety Education. McGraw-Hill Book Company, New York, New York, 1962.

Heinrich, H. W. Industrial Accident Prevention. McGraw-Hill Book Company, New York, New York, 1959.

Hoff, Peter S. Designer's Guide to OSHA. McGraw-Hill Book Company, New York, New York, 1975.

Simonds, Rollin. Safety Management. Irwin Press, Homewood, Illinois, 60403, 1963.

Strasser, Marland. Fundamentals of Safety Education. MacMillan, New York, 1965.

Stack, H. J. and J. D. Elkon. Education for Safe Living. Prentice-Hall, Englewood Cliffs, New Jersey, 1966.

We're Never too Young to Learn Safety. U. S. Department of Labor Standards, Washington, D. C., 20025.

Why Ask for an Accident? National Researchers Bureau, Inc., 424 North Third Street, Burlington, Iowa, 52601.

BOOKLETS

Bend at the Knees, Keep the Back Straight. Commonwealth of Virginia, Department of Labor and Industry, Richmond, Virginia, 23219.

Construction Industry. U. S. Department of Labor Occupational Safety and Health Administration, Superintendent of Documents, U.S. Government Printing Office, Washington, D. C.

Employer/Employee Rights and Responsibilities Under the Occupational Safety and Health Act of 1970. U. S. Department of Labor, Occupational Safety and Health Administration, Superintendent of Documents, Government Printing Office, Washington, D. C.

BOOKLETS (continued)

Falls, Commonwealth of Virginia, Department of Labor and Industry, Richmond, Virginia, 23219.

Federal Register. U. S. Department of Labor, Occupational Safety and Health Administration, Washington, D. C.

Fire Extinquishers and Their Use. Commonwealth of Virginia, Department of Labor and Industry, Richmond, Virginia, 23219.

General Industry. U. S. Department of Labor, Occupational Safety and Health Administration, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C.

Guidelines for Setting Up Job Safety and Health Programs. U. S. Department of Labor, Occupational Safety and Health Administration, Superintendent of Documents, Government Printing Office, Washington, D. C.

How to Keep Electricity from Killing. Bureau of Ships, Navy Department, Washington, D. C., 20025.

How to Prevent Accidents in Your Home. National Research Bureau, Inc., Third Street, Burlington, Iowa, 52601, 20¢.

How's Your "Safety Rating." Snap-on-Tools Corporation, Kenosha, Wisconsin.

Job Safety & Health. U. S. Department of Labor, Occupational Safety and Health Administration, Superintendent of Documents, Government Printing Office, Washington, D. C.

Maintenance and Safety. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C., 20402.

Safety and Health Standards for Agriculture. U. S. Department of Labor, Occupational Safety and Health Administration, Superintendent of Documents, Government Printing Office, Washington, D. C.

The Principles and Techniques of Mechanical Guarding. U. S. Department of Labor, Occupational Safety and Health Administration, Superintendent of Documents, Washington, D. C.

Training Requirements of the Occupational Safety and Health Standards. U. S. Department of Labor, Occupational Safety and Health Administration, Superintendent of Documents, U. S. Government Printing Office, Washington, D.C.

What Every Employer Needs to Know About OSHA Record Keeping. U. S. Department of Labor, Washington, D. C.

FILMS

American Roulette. This is a safety film featuring the men on the production floor. Grinding Wheel Institute, 16 MM, 28 minutes.

FILMS (continued)

Anatomy of an Accident. An award winning film that treats the motor vehicle accident problem from a personal viewpoint. Shows unsafe driving habits. 26 1/2 minutes, color, 1967, State.

Anyone at All - Safety in the Community. Dramatically shows many kinds of accidents which bring loss of life, physical impairment, economic loss, and suffering to families. 22 minutes, 1965, State.

Before It's Too Late. A safety film on the use of seat belts. Features Dick VanDyke. He relates how his own life was saved in a near fatal accident. 12 1/2 minutes, color, 1967, State.

Charlie's Haunt. Here is a delightful new twist to the old theme - safety. Edgar Bergen, Charlie McCarthy and a host of other stars team up to help reduce a rash of off-the-job accidents in a community. 28 minutes, color, 1968, State.

The Challenge of Safety. This safety film depicts the safety research at the Caterpillar Proving Grounds. Caterpillar Tractor Co., 16 MM, 23 minutes.

To Fall or Not to Fall. This film stresses alertness to unsafe conditions and actions as the prime deterrent to falls. Aetna Life & Casualty. 16 MM, 10 minutes.

PAMPHLETS

Getting There and Back Safely. U. S. Government Printing Office, Washington, D. C., 20000, $1.00/100.

Let Your Legs do the Act of Lifting. U. S. Government Printing Office, Washington, D. C., 20000, $1.00/100.

Sizing Up Machines for Safety. U.S. Government Printing Office, Washington, D. C., 20000, $1.00/100.

When Can You Trust a Ladder? U. S. Government Printing Office, Washington, D. C., 20000, $1.00/100.

Working Safely with Substances that can Explode and Burn. U. S. Government, Printing Office, Washington, D. C., 20000, $1.00/100.

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit X
Lesson 2

SUBJECT: Material Handling

OBJECTIVES: Students will be able to discuss the factors causing handling injuries and outline the steps leading to their prevention.

TEACHING AIDS: Overhead projector, 16 MM projector

MATERIALS: Transparencies, heavy objects to be lifted

REFERENCES: Industrial Safety, Blake, R. P., Prentice-Hall
Safe Way to Lift a Weight, Commonwealth of Virginia, Department of Labor, Richmond, Virginia

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I. PREPARATION (of the learner)

Tell a story about lifting and carrying heavy loads.
Ask: What are the best ways to lift and carry heavy loads?

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Factors Causing Careless Handling Injuries 1. Too heavy loads 2. Lifting and lowering with back 3. Handling with bad grip from awkward position 4. Poor arrangement of materials (stacking)	Explain to the students that 25% of injuries are connected with handling of materials Invite weight lifter to demonstrate to class. Refer to Transparency X-2-1. Explain to students the right way and the wrong way to lift an object. Refer to Transparency X-2-1. Ask Questions.
B. Pointers to Prevent Lifting and Handling Injuries 1. Good footing 2. Bend at the knees 3. Keep back straight 4. If weight is too much, get help 5. Get firm hold and lift gradually	Use heavy objects to demonstrate the correct way to lift. Show film. "Lifting, Man's Age Old Problem".

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
C. Using Material Handling Equipment (Fork lifts, etc.)	STRESS: The point that there is an advantage of doing the job correctly.
1. Know how to operate the machine	Refer to Transparency X-2-2.
2. Know how to do the job properly	Have class discussion.
3. Know what to do if something goes wrong	Refer to Transparency X-2-2.
4. Ask questions if unsure	

III. APPLICATION

Have students demonstrate how to lift a heavy object properly.

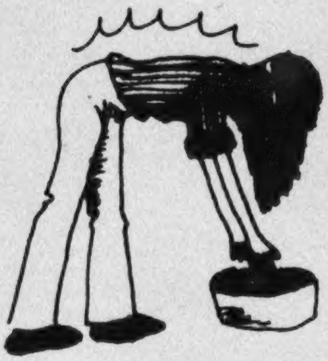
SUGGESTED ACTIVITIES:

Have students do a safety poster for display on the bulletin board.
Refer to Handout X-2-3.

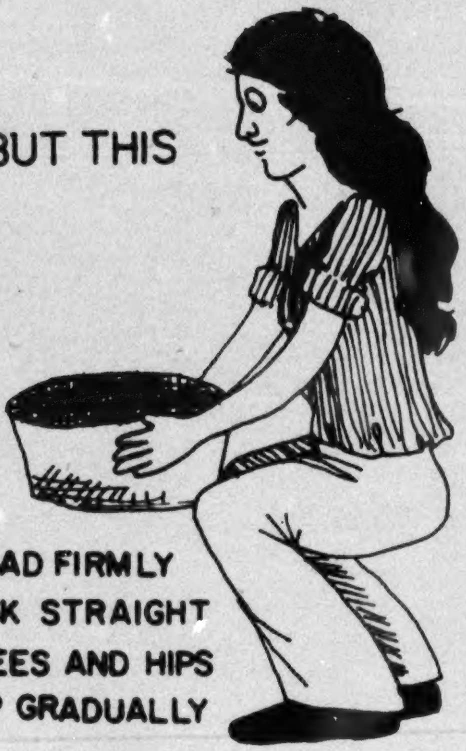
NEXT LESSON: Personal Protective Equipment

LIFTING THE RIGHT WAY

NOT THIS—

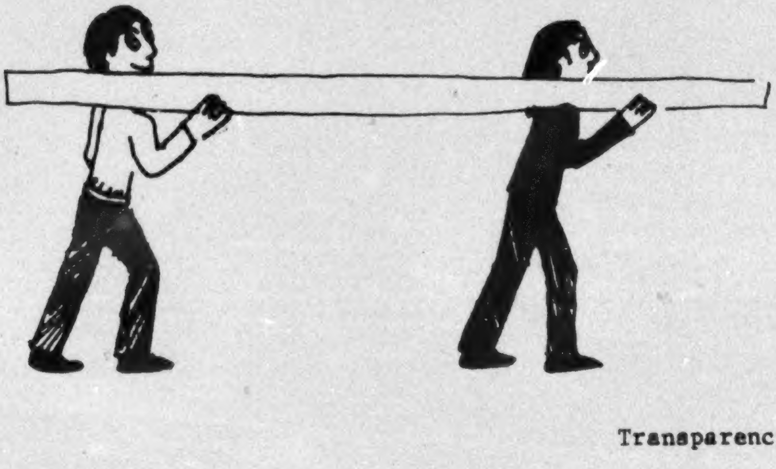


BUT THIS



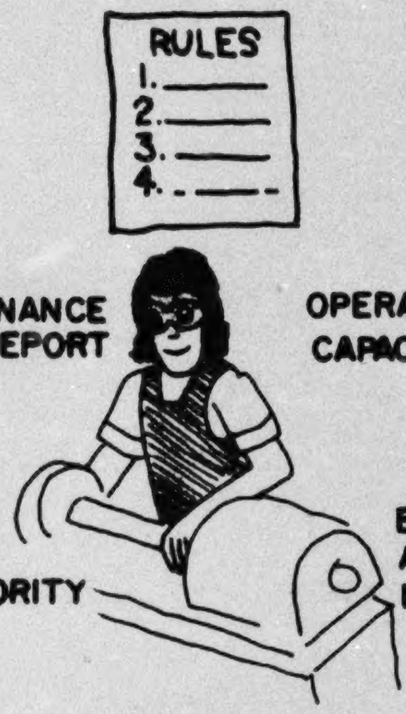
GRASP LOAD FIRMLY
KEEP BACK STRAIGHT
BEND KNEES AND HIPS
STAND UP GRADUALLY

GET HELP ON HEAVY LOADS
AND LET ONE MAN GIVE THE SIGNAL
TO LIFT AND PUT DOWN LOADS



Transparency X-2-1

DOING THE JOB RIGHT!



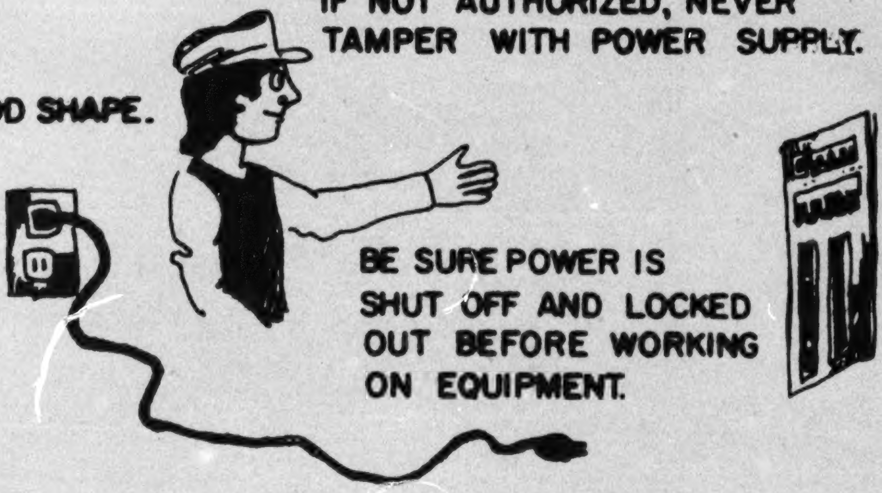
FOLLOW MAINTENANCE INSTRUCTIONS. REPORT WEAR.

OPERATE WITHIN MACHINE CAPACITY SPEEDS AND LOADS

NEVER OPERATE WITHOUT AUTHORITY

BE SURE SHIELDS AND GUARDS ARE KEPT IN PLACE

ELECTRICAL HAZARDS



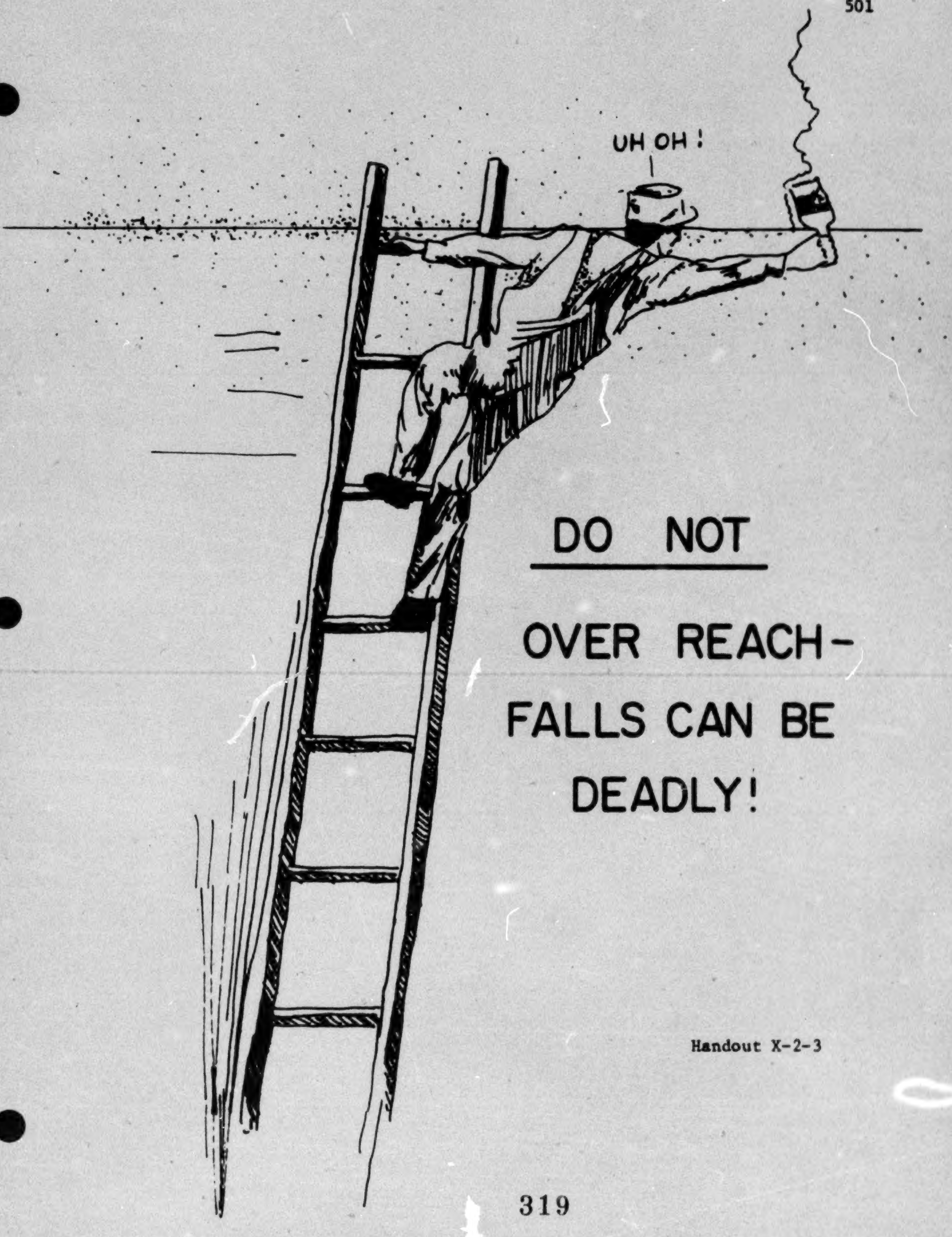
OUTLETS
PLUGS
CORDS
SWITCHES
ALL IN GOOD SHAPE.

IF NOT AUTHORIZED, NEVER TAMPER WITH POWER SUPPLY.

BE SURE POWER IS SHUT OFF AND LOCKED OUT BEFORE WORKING ON EQUIPMENT.

BE SURE GROUND WIRE IS USED.

Transparency X-2-2



DO NOT

OVER REACH-
FALLS CAN BE
DEADLY!

Handout X-2-3

INSTRUCTOR'S LESSON PLAN
Generally Related Information

Unit X
Lesson 3

SUBJECT: Personal Protective Equipment

OBJECTIVE: Students will be able to identify the various types of personal protective equipment that are available and explain their use.

TEACHING AIDS: Overhead projector

MATERIALS: Examples of each type of personal protective equipment, transparencies, handout, "Classes of Personal Protective Equipment".

REFERENCES: Industrial Safety, R. P. Blake, Prentice-Hill
Industrial Accident Prevention, H. H. Heinrich, McGraw-Hill Book Company.

I. PREPARATION (of the learner)

Tell students, "Today we will discuss equipment which may save you from serious injury or death."

II. PRESENTATION (of the information)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
A. Head Protection 1. Hard hats 2. Hair protectors 3. Hearing protectors	Refer to handout "Summary of Five Health Hazards". Refer to Handout X-3-1. Ask students if they are required to wear personal protective equipment on their jobs.
B. Face and Eye Protection 1. Goggles 2. Welding helmets 3. Face shields	Show students examples of each type of personal protective equipment. Demonstrate the use of each type.
C. Protective Clothing 1. Guard against: a. Burns b. Scrapes c. Rashes and skin diseases 2. Clothes must: a. Offer good protection b. Allow freedom of movement	Refer to Handout X-3-2. Go over transparency with students and answer all questions.

II. PRESENTATION (continued)

INSTRUCTIONAL TOPICS	KEY POINTS (things to remember to do or say)
D. Respirators 1. Air purifying 2. Air supplying	Refer to reference: Industrial Accident Prevention for equipment illustrations.
E. Hand, Foot, and Leg Protectors 1. Gloves and hand leathers 2. Safety shoes 3. Foot guards	Refer to Transparency X-3-3.

III. APPLICATION

Have students find a news article about an accident that could have been prevented if personal protective equipment had been used.

IV. TEST

Protectively equip the man in Handout X-3-4.

SUGGESTED ACTIVITIES:

Have students list the personal protective equipment which they need on their jobs.

Visit two or more local plants, noting operational hazards and methods of compensating for them.

Invite a safety engineer to talk to your class on the safety program in operation at his company.

SUMMARY OF THE FIVE HEALTH HAZARDS

ASBESTOS
- A. Asbestosis, a severe lung disease
- B. Employees at risk: 200,000 +
- C. Insulation, manufacturing, shipbuilding, construction . . .

CARBON MONOXIDE
- A. Brain damage or death
- B. Employees at risk: unknown
- C. Virtually all industries

COTTON DUST
- A. Byssinosis, a disabling lung disease
- B. Employees at risk: 800,000 +
- C. Cotton processing of all types

LEAD
- A. Severe gastrointestinal, blood and central nervous system disabilities
- B. Employees at risk: 1.6 million +
- C. Manufacturing of ammunition, paint, storage batteries, automobiles . . .

SILICA
- A. Silicosis, a disabling lung disease
- B. Employees at risk: 1.1 million +
- C. Abrasives, manufacturing, iron and mineral processing, sandblasting . . .

Employer/Employee Rights and Responsibilities, OSAA of 1970, PL 91592, OSAA Document 2105.

Handout X-3-1

PERSONAL PROTECTIVE EQUIPMENT

CLASSES OF PERSONAL PROTECTIVE EQUIPMENT

A. Head Protection

1. Hard hats
2. Hair protection
3. Hearing protectors

B. Face and Eye Protection

1. Goggles
2. Helmet and hand shields
3. Face shields

C. Respiratory Protective Equipment

1. Air purifying
2. Air supplying

D. Protective Clothing

E. Hand, Foot, and Leg Protectors

1. Gloves and hand leathers
2. Safety shoes
3. Foot guards

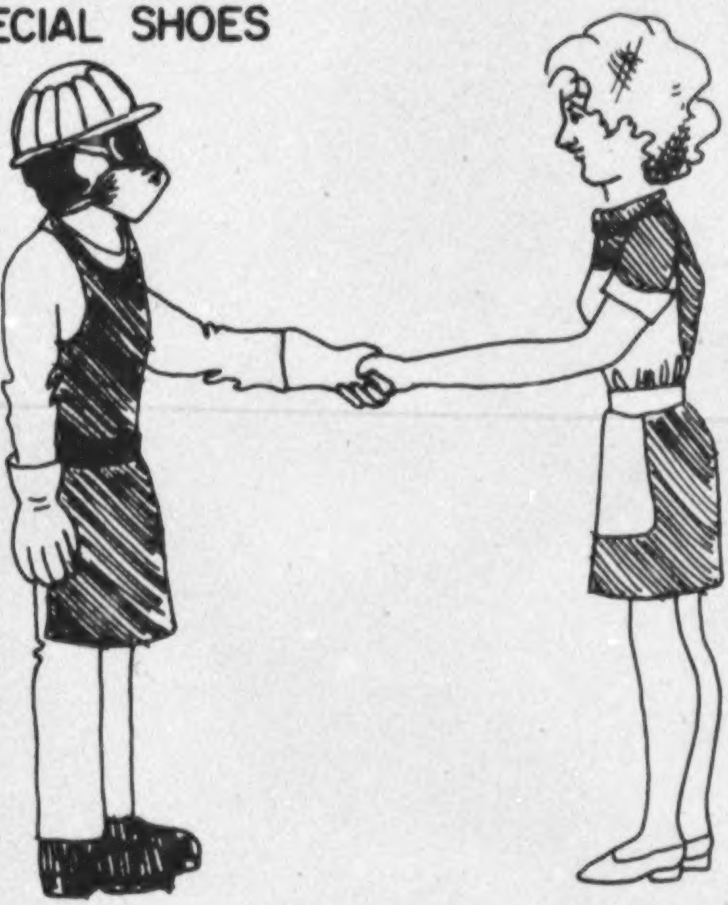
Handout X-3-2

CLOTHES

DOES YOUR JOB CALL FOR;

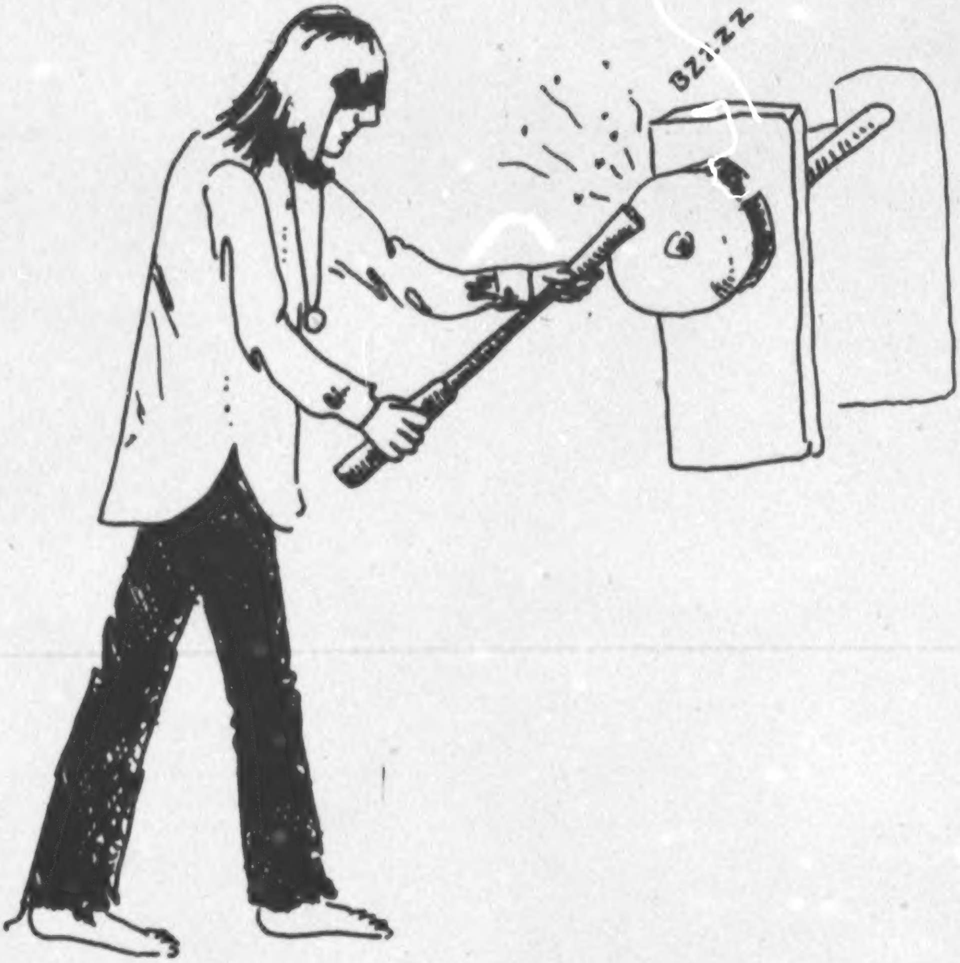
A SAFETY HAT
EYE SHIELD
EAR PLUGS
MASK
APRON
GLOVES
SPECIAL SHOES

NO SLEEVES
NO NECK TIES
NO LOOSE JEWELRY
HAIR NET
DURABLE CLOTHES
SHIRT TUCKED IN



BEING WELL DRESSED ON-THE-JOB MEANS WEARING THE RIGHT PROTECTIVE CLOTHING.

Transparency X-3-3



THIS EMPLOYEE WORKS IN A LARGE INDUSTRIAL SETTING. HE IS SHARPENING TOOLS ON THE GRINDING WHEEL. PROVIDE HIM WITH THE NEEDED PROTECTIVE CLOTHING FOR HIS JOB.

Handou X-3-4

SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit X
Lesson 2 & 3

BOOKLETS

Low Voltage Electrical Hazards. Commonwealth of Virginia, Department of Labor and Industry, Richmond, Virginia.

Noise. The Environmental Problem. A Guide to OSHA Standards, U.S. Department of Labor, Occupational Safety and Health Administration, Washington, D.C.

Protective Equipment. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

Safe Way to Lift a Weight. Commonwealth of Virginia, Department of Labor and Industry, Richmond, Virginia.

FILMS

Don't Push Your Luck. Presents a vivid re-enactment of a blinding eye accident that occurs in an industrial plant. Bausch and Lamb, Inc., National Society for the Prevention of Blindness, Inc., 635 St. Paul Street, Rochester, New York, 14603, 13 minutes, color, 1967.

Everything to Lose. This film illustrates shop safety. Caterpillar Tractor Company, 16 MM, 18 minutes.

Handle with Care. This film illustrates fork lift safety. Eaton Corporation, Industrial Truck Division, 16 MM, 16 minutes.

Lifting ---- A Weight Away. This film demonstrates the proper lifting methods to avoid injury. United States Postal Service, 16 MM, 8 minutes.

Lifting, Man's Age Old Problem. A safety film discussing back injuries. Aetna Life and Casualty, 16 MM, 14 minutes.

The Color of Danger. This safety film offers tips for avoiding accidents while working with material handling machinery. Towmotor Corporation, 16 MM, 16 minutes.

Safety at Work. This film illustrates that sound safety programs can reduce industrial injuries where protective equipment is used, 18 minutes, color, Aetna Life and Casualty, 151 Farmington Avenue, Hartford, Connecticut, 06115.

The Smartest Kid in Town. Re-enactment of eye accident and of prevention method. Harvest Films, New York, New York, 20 minutes, 16 MM.

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SUPPLEMENTAL
TEACHING MATERIALS FOR ICT
GENERALLY RELATED LESSONS

Unit X
Lesson 2 & 3

PAMPHLETS

The Safe Way is the Only Way to do the Job. U. S. Government Printing Office, Washington, D. C., 20000, $1.00 per 100.

Work Clothes that Protect the Body. U. S. Government Printing Office, Washington, D. C., 20000, $1.00 per 100.